

Reader at Work I

Reading Comprehension Texts and Exercises
for Students of English as a Foreign Language

compiled and edited by

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Revised Edition

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FOREWORD

This book is a collection of the reading sections of the exam papers prepared in the Department of Basic English in the last ten years. It is intended to provide students with supplementary material for EFL reading practice and exam preparation as it is believed that the reading material in the main textbooks is not always sufficient for this purpose. In their English-medium academic mainstream, reading will be of utmost importance for our students; therefore, we believe that they should be encouraged to read as much as possible outside class and we hope that this book will equip both the students and the teachers with enough means to emphasize reading comprehension and vocabulary development.

The material in this book has been graded according to text difficulty and the level of the exercises so that it will serve the needs of our students - from the beginner level to intermediate - in the first semester. There are 204 passages in the book, which will enable each student to read extensively at his own level and to move on to the more advanced texts for challenge. In selecting the passages, an attempt has been made to include a variety of topics and text types so as to promote reading for pleasure as well. Finally, the material has been edited to maintain a reasonable level of consistency in the exercise types throughout the book.

Although it is prepared with the students of the Department of Basic English in mind, we believe that this book will help any enthusiastic student of English as a foreign language. If the book proves to be beneficial, we will consider ourselves useful.

Bülent KANDİLLER
Aysun VELİOĞLU
Ankara, 1995

1

MARY

Mary Snyder is American. She is from Michigan. She is a teacher at METU. Her class is small, but it is nice. The students aren't all from Turkey. Robab is from Iran. Mohan is from India and Habib is from Egypt. Mrs. Snyder is a very good teacher.

1. Is Mrs. Snyder British?

2. Where is she from?

3. Is she a student?

2

HANAKO

Hanako Sato, a well-known businesswoman, is the new director of Pop Fun, an international record company with two offices in Japan. Mrs. Sato is the first woman to direct the company's Tokyo office in its fifteen-year history. Mrs. Sato is also a successful housewife and mother. She and her husband, Taro Sato, have got two daughters. Tomiko, 24, is a secretary for Japan Airlines in New York City. Akiko, 19, is a student at New York University.

1. What is 'Pop Fun'?

2. In which city does Mrs. Sato work?

3. How old are Tomiko and Akiko?

4. What do they do?

3

LONGLEAT HOUSE

Longleat House is 140 kilometres west of London, between the cities of Salisbury and Bath. The house is the home of Lord Bath. It is about 400 years old. Visitors can walk through and look at the beautiful rooms and they can see the antique furniture in the rooms. There is also a Safari Park at Longleat House. Visitors can drive through the park and see many animals there.

Longleat House is open every day from 10 o'clock in the morning to 6 o'clock in the evening. The Safari Park is open only in the summer.

1. Where is Longleat House?

2. Who owns the house?

3. What can visitors see inside the house?

4. What can visitors do in Safari Park?

5. When is Longleat House open?

6. When is the Safari Park open?

7. Line 2, 'It' means _____.

8. Line 4, 'they' means _____.

4

NEW YORK UNIVERSITY

New York University is in Greenwich Village. Students can get almost everything they need near the university campus. There is a post office on 9th Street. There is a bank on 5th Avenue, and there are two on 8th Street. The restaurants and coffee shops in Greenwich Village are very popular.

1. Where is New York University?

2. What's there on 9th Street?

3. How many banks are there near the university?

5

UNIVERSITY OF LONDON

The University of London is in Bloomsbury. It was founded in 1836. There are many other famous buildings in Bloomsbury. The British Museum, which is near the university, is one of these buildings. There are also many restaurants and coffee shops, where you can buy things to eat. The restaurants are not always very cheap, but the coffee shops are excellent for the price.

1. Where is the University of London?

2. Which building is near the university?

3. Where can you eat in Bloomsbury?

JIM

Jim Chapman, a famous cameraman, is the new assistant director of Video Sound, a large film company. It has fifty-two offices all over the world. Mr. Chapman is the first American to work at the company's Paris office in its thirty-year history. Mr. Chapman is not married. He's got a sister - Mary. She lives with her friend Paul in London. She goes to the Faculty of Arts at the University of London. There are also the Faculties of Science, Engineering, Medicine and Music there.

1. What is Video Sound?

2. In which city does Mr. Chapman work?

3. Who does Mary live with?

4. What does Mary do?

5. How many faculties are there in the university?

KATE

My name is Catherine, but I'm called 'Kate' by my friends. I live near Leeds, in the north-east of England. I'm a dental nurse. I work for a young Australian dentist. He's very nice and he's a very good dentist, but I don't like my job very much.

My sister is called Bianca. She's married with two children, a girl and a boy, and lives in a house near London, in a town called Enfield. She's a teacher. She teaches in a big school in the north of London. She likes her job very much.

My brother's name is George. He doesn't have a job. He's unemployed.

1. What is Catherine called by her friends?

2. Where does she live?

3. Does she live with her sister?

4. What does she do?

5. Does she like her job?

6. Where is the dentist from?

7. Does Catherine like him?

8. What is her sister's name?

9. Is she married?

10. What does she do?

11. Where does she work?

12. Does she like her job?

13. Does she live in London?

14. Does she live in a flat or a house?

15. What does Catherine's brother do?

16. What's his name?

THE OLD ENGLAND RESTAURANT

Nailsea, near Bristol

Tel: 148952

Come to the Old England Restaurant in Nailsea for lunch and dinner! Enjoy our excellent international food from China, India, and Italy. We have wonderful steaks, fish and chicken. Sit in our lovely garden and try our Italian spaghetti and tomato soup. Our restaurant is clean. Our meals are fantastic. They are never cold and always delicious.

Come and have a good time with your friends at our nightclub. Listen to music and dance from 11 pm to 3 am. We serve interesting drinks from different countries.

Do you want to book a table? Phone NOW! We are very busy at lunch-times! Remember - The Old England Restaurant is the restaurant for all occasions: birthdays, business lunches and evening meals, all at reasonable prices.

Open for lunch: 12:00 - 2:00 pm.

Open for dinner: from 6:30 until midnight.

THE STATUE OF LIBERTY

Many tourists visit this famous statue* every year. It was a present from the French to the Americans. The statue is on Liberty Island. There are ferryboats from Battery Park to Liberty Island. The trip to the Statue of Liberty takes 15 minutes. Tickets for the boat trip are \$6 for adults, \$3 for children 3-7 years old and free for children under 3 years old. Boats leave Battery Park seven days a week, every half hour from 9:30 am to 3:30 pm. The statue is open until 5 pm. The last boat returns at 5:00 pm.

*statue: heykel

A. Mark the statements as True (T) or False (F).

- ___ 1. You can get to the Statue of Liberty by car.
- ___ 2. You can visit the statue every day.
- ___ 3. The Statue of Liberty closes at 3:30 in the afternoon.
- ___ 4. There is a garden at the Old England Restaurant.
- ___ 5. Many people have lunch at the Old England Restaurant.

B.

1. Why are the meals at the Old England Restaurant fantastic?

2. What can you do at the nightclub? (Write two things.)

TOMIKO

Tomiko is an accountant and she works for a large company in London. She's the youngest of three children. Her parents live in Glasgow far from London. This is Tomiko's first job and she calls her parents every Sunday. Tomiko's parents think she's very young and she can't live alone but Tomiko laughs at that idea. She's twenty-three and finished college last year. She tells them she's happy and everything will be fine.

Tomiko has to be at work by eight o'clock. She goes to work by bus, because she doesn't like to drive in the London traffic. After Tomiko leaves her apartment, she hurries to the bus stop because she doesn't want to miss the bus. Tomiko is a good worker. She's very serious. At twelve o'clock she eats a quick lunch. She comes back from lunch by twelve-twenty. She stops work at four o'clock. She's tired by that time and happy to go home and relax. She gets home around five o'clock, changes her clothes and watches TV, or listens to music.

1. Where do Tomiko's parents live?

2. Is this Tomiko's first job?

3. How often does she phone her parents?

4. Her parents don't want her to live alone. Why not?

5. When does Tomiko have to be at work?

6. How does Tomiko go to work?

7. Why does she take the bus to work?

8. Does Tomiko work hard?

9. What time does she finish work?

10. What does she do when she gets home?

10

TOMIKO, KING AND TED

Tomiko likes London. There are many places to go and a lot of things to do, but it is not easy to live in a big city far from home. Tomiko never tells her parents, but sometimes she feels afraid at night. Tomiko has three locks on her apartment door and she owns a big dog.

The dog's name is King. He's a good friend and he protects Tomiko. He also protects Tomiko's apartment when she's at work. King is very friendly but he barks at people he doesn't know. Most people are afraid of King when they hear and see him.

Tomiko doesn't have many friends in London, but she has a boyfriend named Ted. He works in the same company and he is also an accountant. He likes her a lot, but there's one problem. He's afraid of dogs. Last night he came to visit Tomiko. She said to him, "Don't be afraid of King. He won't bite". But Ted doesn't trust King. He's very big and barks too much. Ted's afraid that King may bite him someday.

1. Why does Tomiko like London?

2. Does she tell her parents about all her problems?

3. When does she feel afraid?

4. Why is it difficult to get into Tomiko's apartment when she's not there?

5. Who does King protect? What does he protect?

6. Who does King bark at?

7. How do people feel when they hear and see King?

8. Does Tomiko have a lot of friends in London?

9. Where does her boyfriend work?

10. Why is Ted afraid to go to Tomiko's apartment?

11

THE GARSTON FAMILY

Mr. and Mrs. Garston live in a small village near London. They've got two dogs. Their names are Bruce and Spot. The dogs eat meat, biscuits and special dog food. Mr. Garston buys their food in London because the shops in their village don't sell dog food. The Garstons have got neighbours, too, but they don't like Bruce and Spot because they've got a cat. The postman doesn't like the dogs, either.

Mr. Garston goes to London every day because he works there. He comes home at six. The dogs always wait for him. They stand near the door and bark. They are happy because they go for a long walk in the evening with Mr. Garston.

1. Do Mr. and Mrs. Garston live in London?

2. What do the dogs eat?

3. Why does Mr. Garston buy dog food in London?

4. Why don't the neighbours like the dogs?

5. When does Mr. Garston come home every day?

6. Why do the dogs always wait for Mr. Garston?

7. Line 5, 'they' refers to _____

8. Line 7, 'there' refers to _____

9. Line 9, 'They' refers to _____

12

Cinema 1

Another provocative and striking film by the most applauded film maker in the world!

Claude Lelouch.

3.00 5.00 7.00 9.00

LONG LIVE LIFE

Minimum age: 14 years

Starring

Charlotte Rampling

Michel Piccoli

Cinema 2 - Tomorrow!

A Bertrand Blier film:

SEPARATE ROOMS

Minimum age: 14 years

2.00 4.00 6.00 8.00 10.00

Starring

Alain Delon

Nathalie Baye

Today: a great critical and public success at Cinema West

THE COLOR PURPLE

A moving romance by Alice Walker - Pulitzer prizewinner

It's about life.

3.45 6.30 9.15

Today at Cinema Akün

Sissy Spacek in MARIE

A true story directed by Roger Donaldson

3.00 5.10 7.20 9.30

Minimum age : 14 years

1. You are going to the cinema with your 12-year-old brother. Which films can you see?

2. How many times can you see *Marie* in one day?

PLAZA SHOPPING CENTRE

A SHOPPING EXPERIENCE WITHOUT EQUAL

To begin with, think of the location. What other shopping centre can equal it? Plaza Shopping is in the centre of Harlow, next to the South Coach station.

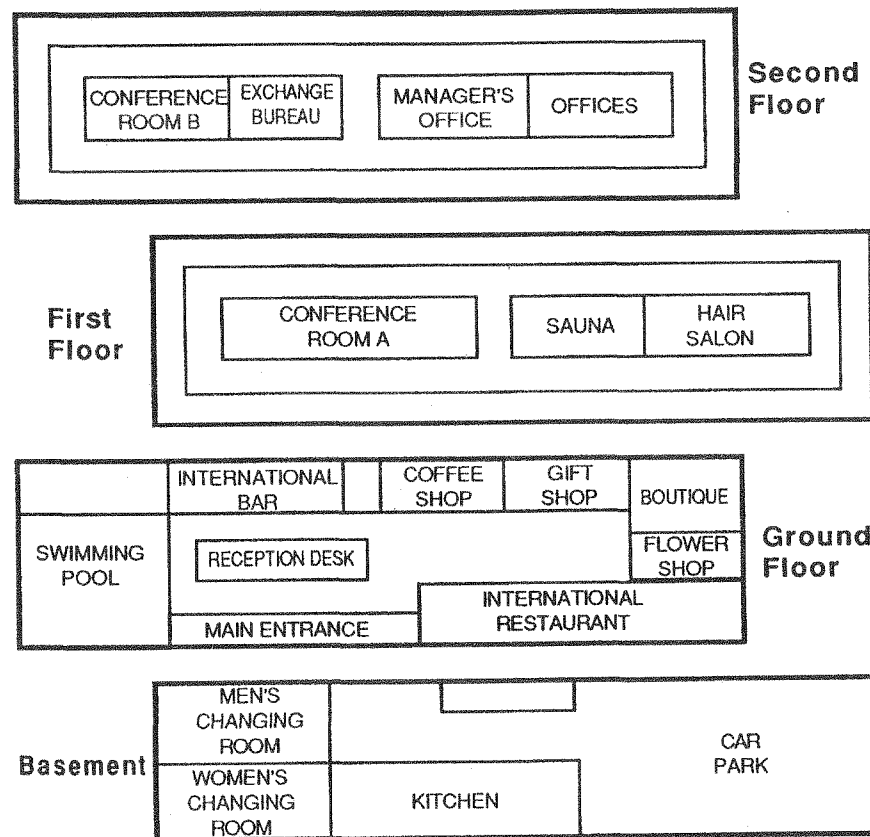
Easy to reach by bus, train or car. It's on your daily route.

Free parking. 3 floors with 35,000 square metres of space. Space for 12,000 cars. To make access even easier, there are two independent ramps for entrances and exits.

Plaza Shopping exists to make life easier. There is no need to go into London for shopping any longer. Opening hours are 10 am to 10 pm, Monday to Saturday. The PICNIC department is open on Sundays, too and so is the car park. Come to Plaza Shopping. You will find everything you want. Come and see!

Mark the statements as True (T) or False (F).

- _____ 1. The Plaza Shopping Centre is in London.
- _____ 2. You can go to the Plaza Shopping Centre by car only.
- _____ 3. The Plaza Shopping Centre has a big car park.
- _____ 4. You can shop at the Plaza Shopping Centre 24 hours a day.
- _____ 5. The Picnic department is open seven days a week.



THE INTERNATIONAL HOTEL

At your service...

Boutique. High quality clothes for men and women.

Car Park. Park your car in safety, in the hotel car park.

Exchange Bureau. You can change your foreign currency and traveller's cheques in this hotel. Closed on Sunday.

Coffee Shop. Snacks or meals from 8 am to midnight every day.

Flower Shop. Flowers delivered. Open 9 am - 5.30 pm. Closed on Sunday.

Gift Shop. Gift items, newspapers, magazines, books, pens, stamps.

Max's Hairdressing and Beauty Salon. Have your hair done by Max. Open to men and women.

The International Bar
Open 11am - 1 am.

The International Restaurant
Open 7 - 11 am for breakfast.
12.30 pm - 2.30 pm for lunch.
6.30 pm - 10.30 pm for dinner.

Sauna. Free to residents.

Swimming pool. Open 7 am - 9 pm.

We hope you enjoy your stay.

1. How many days a week is the Exchange Bureau open?

2. What is there opposite the Coffee Shop?

3. Where does Max work in the hotel?

4. What time does the dinner service start?

5. You want to buy a stamp. Which floor do you go to?

6. It is 3 pm and you are very hungry. Where can you eat in the hotel?

Reporter wanted
for Selton Times, aged 18-30. Must have a driving licence. Typing necessary. Interest in sport/theatre.

40 hours/week.

Tel: 756-4529

The Selton Times

Driver, aged 30-50, wanted
for school bus. Some cleaning also. Must be good with children.

7.00 am - 2.00 pm only.

Contact John Brown.

Tel: 676-4327

ELECTRONIC ENGINEER

Required, micro-computer experience, driving licence necessary.

Salary negotiable.

P.K. Electronics
41 Stoughton House,
Suffolk
Tel: 431-2605

OFFICE ASSISTANT

A varied and interesting position with a good telephone manner, good typing, nice personality and lots of common sense.

If you are 16 to 19 then send handwritten details to:

Mr. B.K. Graves,
H.G. White,
Whitehall Road
Peterborough

Mark the statements as True (T) or False (F).

- ___ 1. You are 16 and you can type well. You can work for The Selton Times.
- ___ 2. The school bus driver starts work early in the morning and finishes late in the evening.
- ___ 3. The company called PK Electronics is in Suffolk.
- ___ 4. Mr. Graves is looking for an office assistant.

YOUNG LOVE AT THE CAVE

Sarah Jones, Pete Parsons and Bette Lord work in Manchester. Sarah is a secretary. Pete drives a taxi and Bette teaches music. But tonight they are in London. They're playing at The Cave. Who are they? They're the new band YOUNG LOVE. From Monday to Friday they work in Manchester. At the weekend they sing in pubs and discos. They've got two jobs and they work very hard. Sarah Jones says, 'It isn't easy. I'm very busy. My office opens at 9.00 and I usually work from 9.00 to 5.00. I'm not working today because we're singing tonight in London'.

YOUNG LOVE are playing at The Cave, Lower Harrington St, at 8.30. Tickets are £4.

1. What is YOUNG LOVE?

2. Why are they in London?

3. Do they sing in Manchester?

4. Where does Sarah usually work?

5. Why isn't she working today?

WEST-END SCHOOL OF ENGLISH
21 Old Street London W2 1QB
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Edwards House, Bristol, CT9 3TP, England.
Tel: (0843) 943276. Telex: 635569 Margie.

If you are interested in practising your French
(or German, or Spanish, or Italian),
WHY NOT GET A PEN-FRIEND?
We have contacts in many countries.

Write to:
FOREIGN FRIENDS AGENCY
23 Ramford Rd.,
Bristol, B53 7HZ

The **BIG BOYS**
sing their new song

YOU'RE DRIVING ME CRAZY

at the
University of Texas
Fri. and Sat.
8:00 p.m.

Do you like rock music?
Don't miss this concert.

808 University Avenue, 555-6000

Opera

Coliseum (St Martins Lane
VC2, 836 3161 cc240 5258):
English National Opera
revives **Madam Butterfly**,
in Graham Vick's subtle
production (8.00 p.m. £18.50).

The BERKELEY QUARTET

now playing at the Concert Hall
8:30 p.m.

"a great classical music group"
Susan Treynor
of the *Evening Star*

Admission \$7.50

Mark the statements as True (T) or False (F).

- _____ 1. You want to study English in London. You phone 01-402 7235 for information.
- _____ 2. A ticket for Madam Butterfly is £8.00.
- _____ 3. The rock concert starts at eight in the evening.
- _____ 4. You can get information about the Edwards College of English from the school secretary, Mr. Richard James.
- _____ 5. The pen-friend club is in Brighton.

18

SAN FRANCISCO

San Francisco is in the State of California in the west of the United States. It is near the Pacific Ocean. People think it is the capital of California, but it isn't. First, people from Spain lived there. Today, Austrians, Italians, Chinese and others live in the city with Americans.

The Chinese live in Chinatown. There are many Chinese restaurants there. The houses, post boxes and telephones in the streets are very interesting. This part of the town is exactly like China.

Fisherman's Wharf is another place where tourists want to go. You can find a table in a nice little restaurant near the sea there. You can eat sea food and look at the Golden Gate Bridge. You can watch the ships passing under it and the cars crossing it. The Golden Gate Bridge is the symbol of San Francisco.

After you finish your meal, you can take a boat trip to Alcatraz. Alcatraz was a famous prison between 1866 and 1920, but only tourists go there now.

San Francisco is different from other American cities. It is more European. The sun always shines there and there are a lot of things you can do at night - you can go to the nightclubs, discos, restaurants, cinemas and theatres. That's why a lot of young people want to live in San Francisco.

1. Where is San Francisco?

2. Is it the capital of California?

3. Who came to San Francisco first?

4. Which interesting places do tourists visit in San Francisco? (3 places)

5. Who lives in Chinatown?

6. What can you watch in a restaurant at the Fisherman's Wharf?

7. What is the symbol of San Francisco?

8. What was Alcatraz?

9. Are there any prisoners in Alcatraz today?

10. Why is San Francisco different from other American cities?

Washington D.C. is the capital of the United States. Fifteen million people visit the city every year. Halima and Ahmed, her brother, left their home in Egypt and travelled to the United States last week. They are visiting Washington D.C. with their American friend, Tom. Here is the letter they wrote to their aunt.

Dear Aunt Samira,

We arrived in Washington, D.C. three days ago. What a great city! On Friday we took a bus tour. We saw many historical sites: the Lincoln Memorial, the Vietnam Veterans Memorial, and the Capitol. On Saturday, we were busy, too. We left our hotel and went to the White House. This is where the President lives. It's a big, white building. We learned that it was made in 1792 and John Adams was the first president to live there. When we arrived at the White House, we saw two dogs in the garden. They were chasing each other. We took a picture of them. Later we visited some of the museums. We wanted to see the National Air and Space Museum too, but it closes at 7 pm and we went there at 7:30 pm. We hope to see it tomorrow.

Love,

Halima and Ahmed

1. How many people visit Washington D.C. every year?

2. Where are Halima and Ahmed from?

3. What is Ahmed's aunt's name?

4. Do Halima and Ahmed like the city?

5. When did they visit the Capitol?

6. What are the Lincoln Memorial, the Vietnam Memorial, and the Capitol?

7. Are Halima and Ahmed staying at Tom's house?

8. What's the White House like?

9. What did Halima and Ahmed take a picture of?

10. Did they see the National Air and Space Museum on Saturday?

DEREK

Derek Matthews wasn't a good student at school. He liked horses so he wanted to be a jockey. Today, at 55, he is very famous and has got a riding school in Ascot, a few miles from London. He drives to Ascot three days a week, visits his horses and rides them. He says he enjoys his days at the riding school a lot.

1. Why did Derek Matthews want to be a jockey?

2. What does he enjoy?

3. Was he a good student at school?

4. How does he get to Ascot?

5. How far is Ascot (from London)?

Roland Kohl is an engineer in Berlin, Germany. Roland is a very active person. He is a good basketball player. He started the sport at the age of eleven. And he goes skiing in the Alps every winter. Roland's mother and father live in New York. He was with them last year. Roland wants to live in the States, too.

Evi Pappas is from a small town near Athens and she studies English at university. She wants to be an English teacher. She plays the guitar in a group called New Band. She says, "We play in the evenings at a café. Many people like pop music. They come to the café and listen to us." Evi isn't married but she has an Italian boyfriend called Luigi. Evi speaks Greek, English, French and Italian.

Della Chan is from Hong Kong. She is a student at a school for foreign students in New York. She has a restaurant in Hong Kong. She wants to speak English to the people in her restaurant.

1. What sort of music do New Band play?

2. What spare time activities does Roland do?

3. In which city does Della study English?

4. Where does Roland live?

5. Who is Luigi?

Pam Robinson is a stewardess. She is from the U.S.A. She works for a big airline company. She flies to a lot of countries. She wrote a letter to her father from Tokyo.

Dear Father,

We are in Tokyo today and I'm happy because I can write to you.

You know, this is my second month in this job but I like it very much. I was in a lot of different places last month. I was in England, Canada, and Turkey. I wanted to phone you from Istanbul but I didn't have any time.

Yesterday we were in Istanbul again. We were free for twelve hours. We didn't want to stay at the airport. First we went to a restaurant near the airport and had lunch because we were very hungry. The food wasn't very good but it was cheap. Then we went to the city and saw a lot of interesting places, too. The people, the houses, the food! Everything is wonderful in Tokyo, too. I want to buy some things for you here.

I think I've got a wonderful job but I was really very tired last month.

Wait for my next letter from Berlin. We are going there next.

Love,

Pam

1. When did Pam get this job?

2. Does she like her job?

3. How many countries did she see last month?

4. Did she phone her father from Istanbul?

5. Where was she yesterday?

6. Were they free for lunch in Istanbul?

7. Did they have lunch on the plane?

8. Where was the restaurant?

9. Was the food good?

10. What did they see in Istanbul?

11. How long did they stay in Istanbul?

12. Does she like Tokyo?

13. What does she want to do in Tokyo?

14. Where are they going next?

JOAN

Joan was a very good student when she was at school. Computers were very interesting for her so she wanted to work with computers. She finished school two years ago and started to work as a computer programmer. Now she enjoys the work in the office very much. She can draw pictures with computers.

1. Why did Joan want to work with computers?

2. What does she enjoy?

3. When did she start to work as a computer programmer?

4. What can she do with computers?

5. Ask and answer if Joan was a good student at school.

MAHATMA GANDHI

Mahatma Gandhi was born in India in 1869. He became one of his country's leaders. Life was difficult when he was young. He got married at the age of thirteen; a common custom in India at that time. He studied law at the university. He went to London and became a lawyer. Then he returned to his country. A few years later, he went to work in South Africa. He organised demonstrations* and they sent him to prison several times. Twenty years later, he returned to India. There, he worked hard to help the poor. He played a very important role in the independence* of India. A fanatic killed him in 1948.

*demonstration: gösteri

*independence: bağımsızlık

1. Where was Gandhi born?

2. When was he born?

3. Why did he get married at the age of thirteen?

4. Why did he go to London?

5. Where did he organise demonstrations?

6. When did he return to India?

7. Who did he help in India?

8. Who killed him?

WILLIAM SHAKESPEARE

William Shakespeare was born in Stratford on April 23rd, 1564. His father, John Shakespeare, was an important man in the town - William did not come from a poor family.

When he was eighteen, William married Anne Hathaway in Stratford. But he didn't want to stay there. He wanted to be an actor and the best theatres were in London. So, in 1587, William went to London, where he worked as an actor in a theatre called The Rose.

He began to write plays for the actors. He wrote *Romeo and Juliet*, *Julius Caesar*, *Richard II*, *Antony and Cleopatra* and many more. Everyone liked his plays, and he became famous.

When James I became King in 1603, Shakespeare worked for him, and performed his plays for the King and his friends. He also worked at the famous Globe Theatre. This theatre presented his last play, *Henry VIII*. There was a gun in this play, and fire from the gun burned the theatre down.

In 1610 Shakespeare went back to Stratford. He wanted to live there with his family, but he died on April 23rd, 1610. He was only forty-six years old.

A.

1. How old was Shakespeare when he got married?

2. What was his wife's name?

3. Why did Shakespeare go to London?

4. What was the name of the first theatre he worked in?

5. What was he famous for?

B. Fill in the table with what happened in Shakespeare's life in these years.
(Write only one thing.)

1564	
1582	
1587	
1603	
1610	

ALFRED HITCHCOCK

Alfred Joseph Hitchcock was born in London on August 13, 1899. He went to school and university there and in 1920 he started to work with a British film company. In 1920 he also married Alma Revelle, his wife for the next sixty years. They had one daughter.

From 1925 to 1939 he made several films in Britain, including *The 39 Steps* and *The Man Who Knew Too Much*.

In 1939 he left Britain because he wanted to work in Hollywood. He lived in Los Angeles for the rest of his life and made many of his 53 films there. A lot of people in America and Europe saw his famous films *Psycho* (1960) and *The Birds* (1963).

Queen Elizabeth II made Hitchcock 'Sir Alfred' in 1980. Soon after that, in May 1980, he died in Los Angeles.

1. Where did Hitchcock go to school and university?

2. What happened in 1920?

3. How many children did he have?

4. What are the names of his famous films between the years 1925-1939?

5. Where did he make most of his films?

6. What are the names of his two famous films?

7. Who made him 'Sir Alfred'?

CHARLIE CHAPLIN

Charlie Chaplin was born in London in 1889. He first appeared in music halls and then acted on the London stage. In 1910 he went to the USA with Fred Karno's company, but he didn't stay with Karno very long. In 1913 he started to work at the Keystone Company in Hollywood. There he made his first film, *Making A Living*, in 1914. In his second film, *Kid Auto Races at Venice* (1914), he introduced the little tramp. This character made him famous.

Chaplin got married several times. He met his last wife, Oona O'Neill in 1942 and married her a year later. Chaplin was then 54 years old and Oona 18. He left the USA in 1952 for political reasons and lived with his family in Switzerland for the rest of his life. He died in 1977.

1. Where was Charlie Chaplin born?

2. When was he born?

3. Where did he first appear?

4. Where did he go in 1910?

5. What did he do in 1913?

6. When did he make his first film?

7. What character did he introduce in his second film?

Daily News

THURSDAY, JANUARY 12th

No. 732 142

SUPER TANKER DISASTER!

There was a bad accident in the English Channel at about two this morning. An English oil tanker crashed into an Italian cargo ship. They say that the accident happened because it was very stormy... (more on page 8)

1. What time did the accident happen?

2. What was the weather like when the accident happened?

SELTON TIMES

WEDNESDAY, FEBRUARY 16th

No. 532 142

SELTON'S SECOND SHOPPING CENTRE OPENED YESTERDAY!

The four-floor building has everything from books to shoes. You can find fashionable clothes for your family and friends. You can have breakfast, lunch and dinner at the lovely cafés and restaurants.

Selton Shopping Centre

Cafés & Restaurants open : Monday-Friday (7 am - 9 pm)
Saturday (7 am - 10 pm)

Stores open : Monday-Friday (7 am - 8 pm) / Saturday (7 am - 10 pm)
Centre closed on Sundays.

1. What can you buy at the new shopping centre? (Write two things.)

2. Is there only one shopping centre in Selton?

3. Can you have dinner in the shopping centre on Sunday?

4. Are the stores open at 9 am on Saturday?

Thursday, October 24th, 1996

Christian Lebrat, the French president of the MAGROS Food company, is visiting our town. He arrived yesterday and he is here to meet Mr. Douglas, the manager of the MAGROS store in Oxham Street. This is Mr. Lebrat's second visit to Selton. He was here in 1991 when he opened the store. There are sixty-five MAGROS stores in Europe - twenty in England, twelve in Germany, fifteen in France and eighteen in Spain. Next year, Mr. Lebrat wants to open a store in Rome, Italy, too. Mr. Lebrat can't stay in Selton for very long. He has a busy programme. He is flying to Madrid tomorrow morning to visit the stores there.

A. Mark the statements as True (T) or False (F).

- _____ 1. Mr. Lebrat is from Spain.
- _____ 2. He came to Selton on Thursday.
- _____ 3. Mr. Lebrat is in Selton because he wants to open a new store.
- _____ 4. The MAGROS store in Oxham Street opened in 1991.
- _____ 5. The MAGROS store in Selton has got many managers.
- _____ 6. Mr. Lebrat is leaving Selton on Wednesday morning.
- _____ 7. There are some MAGROS stores in Madrid.

B. Fill in the chart with numbers according to the text.

The number of MAGROS stores in:

Europe: 65

England: _____

Germany: _____

France: _____

Spain: _____

Italy: _____

THE BUZZ SURVEY!

What do young British people read? Books? Magazines? Newspapers? *The Buzz* - a weekly magazine in England - interviewed some students and asked them questions about what they read. Here are some of the responses.

What do the British read?

Paul, 17, said, "I like reading detective stories. They are very interesting. I hate love stories. I think they are for women".

Jenny, 16, "I don't buy any books because I don't like reading books at all. I only read my school books. That's all."

Do they read newspapers?

Eric, 17, "Yes, I usually read the newspaper every day. My father buys *The Daily Mirror*. I sometimes buy *The Times* or *The Guardian*. I never read *The Sun* because there isn't any news in it."

And what about magazines?

Tom, "I don't buy magazines but I always read them when I'm at the doctor's office."

Mark the statements as True (T) or False (F).

- ___ 1. *The Buzz* is a newspaper.
- ___ 2. Paul doesn't mind reading love stories.
- ___ 3. Jenny enjoys reading.
- ___ 4. Eric's father reads *The Daily Mirror*.
- ___ 5. Eric thinks *The Sun* is a good newspaper.
- ___ 6. Tom always buys magazines and reads them in his office.
- ___ 7. There are magazines at Tom's doctor's office.

D.H. LAWRENCE

D.H. Lawrence was an English writer. He was born in 1885, in England. He had two brothers and two sisters. He lived in Nottingham and went to school there. He loved his mother very much but she died in 1910, when Lawrence was 25. Lawrence married Frieda Van Richthofen in 1914. They lived in England for a short time and later they moved to Germany. They bought a house near Munich and stayed there for two years. He wrote many books. *Sons and Lovers* (1913), *The Rainbow* (1915) and *Women in Love* (1920) are some of his famous books. He died in 1930.

Mark the statements as True (T), False (F) or No Information (NI).

- ___ 1. D.H. Lawrence was American.
- ___ 2. He went to school in Nottingham.
- ___ 3. Frieda was Lawrence's mother.
- ___ 4. Lawrence's father died in 1915.
- ___ 5. Lawrence wrote 'Sons and Lovers' in 1913.
- ___ 6. Lawrence died in Germany.

THE FUNNIEST FILM

One day a man took his dog to the cinema. He bought two tickets and they went inside. The usherette* was very surprised, but she showed them to their places. Their seats were in the stalls, at the side.

- 5 The usherette was even more surprised when the film began and the dog watched it. He was obviously interested in it. But when the hero died tragically, she was completely amazed; the dog began to cry! He cried like a baby.

After the film, she spoke to the man. "Excuse me, but I've never seen a dog cry in a cinema before."

- 10 "Well, it was a very sad film," the man replied.

"But your dog was so interested in the film. It's the most amazing thing I've ever seen."

The man nodded, "Yes, it's very surprising. To tell the truth, I can't understand it. He hated the book."

*usherette: yer gösterici

A.
1. A man took his dog to the cinema because _____.

- a) he bought two tickets
- b) he didn't like going alone
- c) the dog liked watching films
- d) he didn't want to leave his dog at home

2. The usherette was very surprised because _____.

- a) the dog sat near the man
- b) the hero died tragically
- c) the man and his dog went inside
- d) the dog watched the film and cried

3. The usherette spoke to the man because _____.

- a) the man was very interested in the film
- b) the man wanted to take his dog inside
- c) the dog cried when the hero died
- d) the film was very sad

4. a) The dog liked the film but hated the book.
b) The dog liked the book but hated the film.
c) The dog watched the film but didn't read the book.
d) The dog didn't cry when he read the book.

B.

- 1. Line 2, 'they' refers to _____
- 2. Line 2, 'she' refers to _____
- 3. Line 5, 'He' refers to _____

Tom is a student at the Bailey School. This is his diary.

1996 / November

25 Monday
Everything is changing. Last week there were no classes in the mornings. Now we have French classes every morning and dance twice a week. Right now we're studying 'Endgame', a play by Samuel Beckett. It's very boring.

26 Tuesday
This evening my friends and I were at the coffee bar and I met Anna - a beautiful American nurse. She's staying at the Mayfair Hotel, just opposite the Bailey School!

27 Wednesday
I don't enjoy being with Jackie. She likes TV. I don't. Not every night! I was at the folk club this evening - very good. I'm reading a fantastic book about India called 'The Jewel in the Crown' by Paul Scott. I want to see Anna again!

A. Mark the statements as True (T) or False (F).

- ____ 1. At Tom's school there are dance classes every morning.
- ____ 2. Tom enjoys studying 'Endgame' very much.
- ____ 3. On Tuesday evening Tom was at the coffee bar.
- ____ 4. Tom enjoys being with Anna.

B.

1. Where is Anna from?

2. Where is the Mayfair Hotel?

3. What doesn't Tom like doing every night?

4. How was the folk club?

5. What is the name of the book Tom is reading?

ELVIS PRESLEY

Elvis Presley was born on January 8th, 1935, in East Tupelo, Mississippi. His twin brother died at birth. Elvis grew up in a poor home, but his parents, Vernon and Gladys Presley, were kind and loving.

After he left school, Elvis worked in different jobs. He worked in cinemas and supermarkets, and he worked as a lorry driver. This was the job he liked most.

Two people helped Elvis in his career. One was Sam Phillips. Sam had a record company called Sun Records. He was the first person to realise that Elvis was a good singer. The second person to help Elvis was Tom Parker. Tom became Elvis' manager in 1955 and he made him into a famous rock and roll star.

Elvis won a lot of gold discs in his life. He died on August 16th, 1977. Many people say that he died because he took too many drugs and pills.

Mark the statements as True (T), False (F) or No Information (NI).

- ___ 1. Elvis' parents were not good people.
- ___ 2. Elvis was the youngest child in the family.
- ___ 3. Elvis worked in different jobs because he wanted to earn more money.
- ___ 4. Elvis enjoyed working as a lorry driver.
- ___ 5. Sam Phillips played an important role in Elvis' career.
- ___ 6. Tom Parker was the manager of a record company called Sun Records.
- ___ 7. Elvis died on a winter day at the age of 42.

GOING TO BRITAIN

Money

There are one hundred pence (100p) in a pound (£1). People sometimes say "p" instead of "pence", for example, "eighty p". Not all banks change foreign money, but you can usually find at least one bank in each town that will do it.

Where To Stay

Hotels are very expensive in Britain. A cheaper solution is a 'bed and breakfast' in someone's home. Information centres or tourist offices can help you to find these. There are also youth hostels and campsites in many places.

Writing Home

Stamps can only be bought in post offices; but nearly every village (or part of a town) has a post office. Often it is inside a small shop.

Getting Around

Trains are quite good in Britain. If you are under 24 or over 65, or if you're travelling with a family, ask about 'railcards' for cheaper fares on the train. There are also coaches (long-distance buses) between some towns and cities; these are cheaper than trains. In towns and cities, there are usually buses, and in London there is also an underground. But the underground is not easy to use, so you should learn about it before you use it. You can get information about the system in all the stations in London.

Eating Out

Restaurants are often expensive, and you cannot be sure the food will be good. But Indian and Chinese restaurants serve good meals, which are cheap. Pubs sometimes serve good food but it is usually quite expensive. Fast food shops - fish and chip shops, hamburger shops - are cheap, but the food is not always very good.

A. Complete the following sentences.

1. In each town, you can find a bank which changes _____.
2. If you don't have much money, you can stay at a 'bed and breakfast' place, at a _____ or at a _____.
3. Travelling in London by _____ is not easy. You can find out about it in all the London stations.
4. Two examples of fast food shops are _____ and _____.

B.

1. Where can you ask about a cheap place to stay?

2. Who can get 'railcards'?

- a) People _____
- b) People over 65.
- c) People _____

3. Where can you have a good and cheap meal?

4. In most villages, where is the post office?

TRANSPORTATION IN TURKEY

There are two important types of transportation in Turkey: Railway transportation and highway transportation. Highway vehicles (trucks, buses, cars, etc.) transport 90% of the passengers and 75% of the cargo in Turkey; but trains carry only 5% of the passengers and 25% of the cargo.

Now, we can compare the costs of trucks and trains. We want to transport 1500 tons of cargo. One truck can carry 10 tons, but one train wagon can carry 50 tons. We need 150 trucks but only 30 train wagons for 1500 tons of cargo.

1 train wagon can carry 50 tons.	1 truck can carry 10 tons.
1 train wagon costs \$30,000.	1 truck costs \$30,000.
1 locomotive costs \$2,000,000.	150 trucks cost \$3,600,000.
1 locomotive + 30 wagons cost \$2,900,000.	

Now, you can see which costs less and which costs more. There is another advantage of railway transport. We can use a train wagon for more years than we can use a truck.

We have to think about the cost of fuel for these vehicles, too. Trains use coal but trucks use petrol. We all know petrol is more expensive than coal. That's why trains are more economical than trucks.

1. Compare railway and highway vehicles in Turkey.

- a) Which carry more passengers?

- b) Which carry less cargo?

2. Compare a train wagon (W) and truck (T).

- a) Which is cheaper? W T
- b) Which is more expensive? W T
- c) Which can carry more cargo? W T
- d) Which can carry less cargo? W T
- e) Which can we use longer? W T

3. a) Which is cheaper, petrol or coal?

b) Which is more economical, a train or a truck?

4. What are the advantages of railway transportation?

38

AMY'S RESTAURANT

Amy's Restaurant is an example of a good place to eat in Greenwich Village. It's a perfect place for students to eat lunch and dinner. It's clean, the service is fast and the prices are reasonable. Amy's has a different special every day. The special includes fish or meat, vegetables, a mixed salad, bread and butter, dessert and coffee or tea - all for \$3.45. The special and the other items on Amy's menu are always excellent for the prices.

1. Where can you eat in Greenwich Village?

2. What can you say about Amy's restaurant? (Write only one sentence.)

3. How much is a special meal at Amy's?

39

SMALL CARS

When you go out, you can see a lot of cars, buses and trucks on the roads. The streets are always very crowded. Today, many people would rather use small cars. Small cars are cheaper and they are more economical because you can save petrol and you spend less money. These small cars are also safer because they can't go more than 100 kilometers per hour.

In the future, a lot of people will probably use small cars, and probably these cars will use electricity so there will be less pollution in cities.

1. Why would people rather use small cars? (Give 3 reasons.)

2. Why are small cars more economical than big cars? (Give 2 reasons.)

3. What would you rather have, a small car or a big car? Why?

40

HOME SWEET HOME

For many British people, a house is the most important thing in their lives. In fact, 60% of the population doesn't live in rented housing. They would rather have their own houses, but prices are going up all the time, and many young people have not got enough money to buy a house. They live in small flats or in their parents' house (even when they are married).

Prices are especially high in the southeast of England. In the north, and in Scotland, prices are quite low. Young people often buy old houses, perhaps more than a hundred years old because they are not so expensive. But they have to spend a lot of time and money on repairs and decoration.

1. What is very important for British people?

2. How much of the population lives in rented housing?

3. a) Can many young people buy houses easily?

b) Why not?

c) What do most young people do?

4. Compare house prices in the southeast and in the north.

5. a) Why do most young people buy old houses?

b) What do they have to do then?

6. Line 3, 'They' refers to _____

7. Line 5, 'They' refers to _____

8. Line 9, 'they' refers to _____

9. Line 10, 'they' refers to _____

A MEETING

Dr. Keller is at a party at the United Nations.

Host: Dr. Keller, I'd like you to meet Mr. Hakada. Mr. Hakada is the director of the United Nations University in Tokyo. Mr. Hakada, this is Dr. Keller. She works for the World Health Organisation.

Mr. Hakada: How do you do, Dr. Keller?

Dr. Keller: It's a pleasure to meet you, Mr. Hakada.

Mr. Hakada: Are you going to attend the World Health Conference in Toronto this weekend?

Dr. Keller: No. I have to return to Geneva on Friday. Please tell me about the UN University, Mr. Hakada. I know very little about it.

Mr. Hakada: We do a lot of research at the UN University. We don't have a campus but we have offices in Tokyo. Have you visited them?

Dr. Keller: No, I haven't.

Mr. Hakada: Would you like to see them when you come to Tokyo?

Dr. Keller: Yes, I'd like to. Thank you for the invitation.

1. What does Mr. Hakada do?

2. What organisation does Dr. Keller work for?

3. Why isn't Dr. Keller going to attend the conference?

4. Where is the United Nations University?

5. What do they do at the UN University?

6. Does the university have a campus?

7. Has Dr. Keller visited the UN University?

LAURA

Laura Denison, famous singer and star of Top Twenty, was born in Bristol in 1953. Her parents originally came from Ireland. Laura's father was a customs officer on the Bristol docks. Unfortunately, he died a few years ago.

5 Laura, who is an only child, grew up in the suburbs of Bristol. She started her education at a local school and then moved to a large, modern comprehensive school in another part of the city.

10 After leaving school when she was 18, Laura went to Bristol University to study history and economics. She stayed there for three years. When she was at the university, she joined a university music group, and started to sing. It was at this time that she wrote her famous song 'The Price of Peace'. When she finished university she joined another group and began to earn money with her performances and songs.

15 When she was 21, she married Tony Harper, who was a student at that time. They have two children - a boy and a girl. When they got married they rented a beautiful farm house in a suburb of Bristol. They are still there but only a few days ago they decided to leave Britain and move to Los Angeles.

1. When did Laura go to Bristol University?

2. Did she write her first song after she finished university?

3. How old was she when she married Tony Harper?

4. How many children have Laura and Tony got?

5. Where is their house?

6. Have they just decided to leave for Los Angeles?

7. Line 9, 'there' refers to _____.

8. Line 15, 'who' refers to _____.

9. Ask and answer if Laura has ever lived in Ireland.

10. Ask and answer how long Laura has lived in Bristol.

8th August

Dear Janet,

Thanks very much for your invitation to come down to Torquay for the weekend. I'd love to come, but unfortunately August is a bad time for me to get away. We're very busy with the tourists here. At the moment, I'm waiting for a group of Japanese tourists - I'm actually writing this letter at Heathrow Airport! When they arrive, I have to take them to their hotel, and then tomorrow I have to take them on a bus tour of the city. I'm free on Sunday, but I must do some housework. So I'm afraid I can't come down to Torquay now. But I think I can visit you in October.

Wouldn't you like to come to London for a day or two instead? I'd love to see you. You can help me with the tourists! What about next week?

Love,

Wendy

A. Complete the sentences.

1. Wendy lives in _____ and Janet lives in _____.
2. Wendy is at the airport to meet _____.

B. Mark the statements as True (T) or False (F).

- _____ 1. Wendy wrote the letter on Friday.
- _____ 2. Wendy is a tourist guide.
- _____ 3. Wendy is very busy in October.
- _____ 4. Wendy is going to visit Janet next week.

EDUCATION AT HOME (1)

Some children in England don't go to school but they study at home. Do you think it's right?

Our reporter, Jean Anderson, went to talk to some children. The Richardsons live in a big old house, 20 kilometres from London. The family is large - two girls and three boys. Our reporter visited them on a Wednesday morning. The children were at home. She heard music inside the house, a piano and a guitar. A normal family? A normal day? Yes, but in one way the Richardsons are very different. The children don't go to school. Their parents, Marian and Roger, teach them at home.

1. What is Jean Anderson's job?
2. How many children have Marian and Roger got?
3. Why were the children at home on a Wednesday morning?
4. Who teaches them?
5. Where do the children study?

Jean Anderson spoke to Marian Richardson. Marian said:

"My husband and I don't like the schools in our town. We don't think the teachers are very good. The children don't learn much. Some children at these schools can't read. It's terrible. Go to the schools and look: the children fight; smoke and drink. Roger and I are both teachers. We can teach them more at home."

6. Mark the statements as True (T) or False (F).
 - _____ a) Mrs. Richardson likes the teachers in the town.
 - _____ b) Mrs. Richardson's children smoke and drink.
7. What can't some of the children do at the schools in their town?

Jean Anderson also spoke to Ginny. Ginny is one of the daughters of the family. She said: "We all love music. I play the piano and Donald plays the guitar. My parents are very good at music and languages. The schools here are very bad. We learn more at home. I think we're lucky."

8. Mark the statement as True (T) or False (F).
 - _____ Ginny is happy because she thinks she learns more at home.
9. What does Ginny think about the schools in the town?

EDUCATION AT HOME (2)

About 4000 families are teaching their children at home, and they are doing very well. One example is the Tanner family from Hertfordshire. Eve Tanner, 27, and her 29-year-old husband James do not send their children to school. The Tanner children, six-year-old Stephen and eight-year-old Jason, study at home with their mother. They have a bright, comfortable study in their home. All around there are lots of books and the children's paintings are on the wall. James says, "Both Eve and I think we got nothing from school - only a diploma. We had no fun at all; in fact, everything was boring."

Some parents who are teaching their children at home have a study programme, but the Tanners don't. Eve says, "The children love books - they read all sorts of things. And, of course, we read story books together. I teach them writing and mathematics, too. They write shopping lists for me. Then they go shopping with me and pay for the things we buy."

Eve and James take their children to the library, to museums, to concerts, to swimming pools and to gymnastics. They think these activities are very important. What do friends think? Eve says, "Most of them are very interested. Some friends are also thinking about teaching their children at home."

A. Mark the statements as True (T) or False (F).

- _____ 1. The Tanners live in Hertfordshire.
- _____ 2. Eve and James didn't go to school.
- _____ 3. Eve and James don't have a study programme for their children.
- _____ 4. The children study only reading and writing at home.
- _____ 5. All Eve's and James' friends teach their children at home.

B.

1. How many people are there in the Tanner family?

2. Why do Eve and James do lots of outside activities with their children?

JOHN LENNON

A lot of people remember John Lennon for his music with the Beatles. He was serious and creative, and many young people of the 1960's and 1970's thought he spoke for them.

Lennon was born on October 9, 1940, in Liverpool, England. When he was a child, he listened to the music of rock and roll singers like Elvis Presley, Jerry Lee Lewis and Little Richard. At 15, when he was in art school, Lennon started his first rock-group, the Quarrymen. The members of the group were Paul McCartney, George Harrison and Pete Best, who played the drums.

The Quarrymen later changed their name to the Silver Beatles and then the Beatles. When Pete Best left the group, Ringo Starr joined the Beatles as the drummer. Between 1958 and 1962 the group played in night clubs in Liverpool and Hamburg, Germany. Then the Beatles made a record called 'I Wanna Hold Your Hand' and had their first big success in Britain. 'Please Please Me' came a short time after that and it became number one.

Lennon was both a singer and a songwriter. He wrote many of the Beatles' songs and most of these songs became number one all over the world. They were romantic and intelligent, and today's musicians still play them.

Lennon did not only make music and films with the Beatles. He also wrote two books, the first one in 1964 and the second one a year after that. In 1967 he acted in a film called *How I Won The War*.

On December 8, 1980 John Lennon died in New York, shot dead outside his apartment building. Every year thousands of people come together in New York's Central Park to remember him. For many people in the world, he was someone very special.

Mark the best choice.

1. When he was very young, Lennon liked _____
- a) the music of Little Richard
 - b) playing the drums
 - c) spending time in night clubs in Liverpool
 - d) New York's Central Park

2. _____ was the name of Lennon's first group.

- a) The Silver Beatles
- b) The Beatles
- c) The Quarrymen
- d) Please Please Me

3. The Beatles became famous _____.

- a) in 1958
- b) when Lennon was 15 years old
- c) with the song 'I Wanna Hold Your Hand'
- d) in Hamburg

4. In 1965, _____.

- a) Lennon left for the United States
- b) Lennon wrote his second book
- c) Pete Best left the group
- d) Lennon was an art student

5. Which of the following is a true statement?

- a) *How I Won The War* is the name of a book.
- b) Many musicians today don't know anything about the Beatles.
- c) Lennon died in Britain.
- d) Lennon had great success with his songs.

GUIDE TO GOOD EATING by Tom COUSIN

A few days ago I was in Cornwell, the northern suburb of Bristol. It isn't big - about 14,000 people live there. I thought there weren't any good restaurants in Cornwell. I thought there were only some pizza houses and a few hamburger cafés.

But I was wrong. A friend took me out to dinner last Saturday. We got off the bus at Cornwell Central, and walked down George Road to the post office. Then we turned left into a little street called West Lane, we walked a few metres, and we entered a small restaurant.

The Rajah Restaurant has six tables, and there wasn't anyone there when we arrived. We had a wonderful Indian meal there. The Tandoori chicken was very tasty, and the curries were hot and delicious. The wine was good and cheap, the fruit salad was really exotic and the meal cost only £12 for two.

Try it - but hurry. You can't seat 14,000 people at only six tables!

A.

1. Where can you eat in Cornwell?

a) _____

b) _____

c) The Rajah Restaurant.

2. Where is the Rajah Restaurant in Cornwell?

3. Who went there last Saturday?

4. What did they have at the Rajah Restaurant?

B. Mark the statements as True (T) or False (F).

_____ 1. Cornwell is a small place.

_____ 2. They drove to Cornwell.

_____ 3. The restaurant was crowded when they arrived.

_____ 4. The writer liked the meal but he thought it was a bit expensive.

Radio Times Reader Holidays

MALTA

Warm winter sunshine on the friendly island of Malta- from only £149 for a week and £179 for a fortnight. And just look what is included in the price!

- *Half board accommodation with English breakfast at the excellent 3-star San Pawl Hotel
- *No supplements for singles
- *Special trips to Handicrafts Centre and other interesting places
- *Bottle of wine in room on arrival
- *Entertainment in hotel
- *Services of our courier
- *Superb travel bag

Malta - clear blue seas, fascinating sights, warm weather, welcoming people (many speak English). Spectacular excursions and a great 3-star hotel as your base.

Flights from Heathrow - every week on Friday from 3/11/95 to 29/3/96. Manchester flights also available at a supplement.

EGYPT

Visit Egypt to experience an exciting blend of ancient and modern, of beautiful wild deserts and vibrant towns and cities- all lying under a cloudless blue sky for most of the year! Prices from only £385 for a full 7-day tour.

- *Half board accommodation
 - *Visits to Cairo, Alexandria and many other famous sites
 - *Fantastic trips on the River Nile and to the famous pyramids
 - *Fully guided tours throughout your stay
 - *Scheduled flights from Heathrow and Manchester
 - *Superb travel bag free
- Egypt - superb climate, friendly extrovert people, a land with an unparalleled and fascinating history. This excellent tour will let you discover for yourself as much as possible of this unforgettable country. Departures are on Thursdays from 5 - 12 November and 18 February to 10 March.

Do join us on one of our superb Radio Times Reader Holidays.

Mark the statements as True (T) or False (F).

- _____ 1. A two-week holiday in Egypt costs £385.
- _____ 2. Both holidays offer sightseeing trips.
- _____ 3. If you speak only English, you can have language problems in Malta.
- _____ 4. On the Egypt holiday you can leave from Manchester Airport or Heathrow Airport.
- _____ 5. There are flights to Malta every Friday from November 1995 until the end of March 1996.

SEAFORD SCHOOL

1 3/4 hours by train from London
(115 kms)

Ages: 10-15 25 July - 14 August

The seaside town of Seaford is on England's south coast. It is an excellent location from which to explore the South Downs and such towns as Hastings. As a Summer School centre, it offers an ideal combination of sea and country.

In the grounds of the main school are the large, open-air heated swimming pool (with lifeguard), six tennis courts and football fields.

The combination of bracing sea air and energetic activities makes for healthy appetites!

Other Activities:

- * Computers
- * Riding

Special Features:

- * For sports enthusiasts - excellent facilities.
- * A wealth of interesting places to visit nearby: cathedrals, unusual museums and country parks.

Bedgebury School (Ages 13 - 16) Residential

Bedgebury School is situated in a beautiful town 55 kms from London. It is a private school with large grounds and superb 'Action' facilities which include:

- *Large playing fields (football, hockey, volleyball)
 - *A lake for watersports
 - *A modern indoor sports centre
 - *Hard and grass tennis courts
- All these facilities are located within the private grounds of the school.

The students sleep in simply furnished rooms with 5 beds. Boys and girls have rooms on different floors and are under the supervision of resident teachers.

A. Mark the statements as True (T) or False (F).

- _____ 1. Bedgebury School is in London.
- _____ 2. The course at Seaford School is in the summer.
- _____ 3. Bedgebury School is for boys only.
- _____ 4. Five students stay in one room at Bedgebury School.
- _____ 5. You can go to Seaford only by car or by bus.

B.

1. Where is Seaford in England?

2. What sort of sports can you do at Seaford School?

2 Parkway Street
Clair Road
Ottoleigh
Suffolk

27th August, 1996

Dear Tim,

Thanks for your letter and for coming to the hospital. I'm sorry I didn't say much - the pain killers made me sleepy. I came home last weekend. My legs still hurt, but I'm walking round the garden as much as I can - so it's getting better.

That was my first accident, you know, and I can tell you it was a dreadful shock. Everyone thinks it'll never happen to them, don't they? I suppose I was tired that afternoon. I finished work early and we left here at about half-past five. The children were excited and we were all looking forward to our camping holiday in France. The ferry from Dover didn't leave until midnight, so we thought we had plenty of time. But the traffic was very heavy and there was a lot of water on the roads. In fact we didn't get to the motorway until nearly 8 o'clock.

Perhaps I was driving too fast, I don't know, but everything seemed to be okay. It was a quarter-past nine as we went into the Dartford Tunnel. We were in the outside lane. I asked Anne for 60 p to pay at the other end of the Tunnel - she hadn't got any change, so I took my hand off the wheel and felt in my own pocket. I looked down at the money. It was only for a split second, but that was long enough. I just didn't see the red lights of the coach in front of us until it was too late. Of course I slammed my foot down and we skidded on the wet road. I can remember two crashes - I think the one from behind was first - the lorry. It pushed us into the coach. Then everything went black.

The next thing I saw was a bright light. A fireman was standing over me. He said, 'Lie still. We'll soon cut you free.'

Then a doctor gave me an injection and everything went black again.

George

1. Why was George in hospital last week?

2. Who visited him in hospital?

3. What's the matter with George now?

4. Which country were George and his family going to for their holiday?

5. What sort of holiday was it?

6. How did they travel?

7. What time did they get to the motorway?

8. How much does it cost for a car to use the Dartford Tunnel?

9. Who did George see first when he opened his eyes?

NOTTINGHAM

Nottingham is a busy industrial, commercial and university town with almost 300,000 inhabitants. Close to the centre of one of Britain's richest coalfields, it is important in the Midlands for its many kinds of industry. Nottingham is an industrial city, but it is not at all ugly or dirty. Nottingham lies on the side of a hill near the River Trent, only a short distance away from Sherwood Forest, the famous home of Robin Hood.

The city's castle is also quite famous, and Nottingham has three theatres, several cinemas, a very large university and various museums and galleries to look after the cultural needs of the town. Nottingham also enjoys some of the best sport in the country, with two professional football clubs, a first-class cricket ground (Trent Bridge) and the National Water Sports Centre in its large country park.

BANGOR

Centred round its university on the hill and its cathedral below, Bangor is one of the most attractive towns in North Wales. It is a small town with a population of only 13,000 and with little or no heavy industry. Therefore, it is still clean and quiet.

Bangor is an important cultural centre. There is a theatre and a cinema and visitors should not miss the Museum of Welsh Antiquities or Bangor's famous public garden, Gardd yr Esgob. A little further away, there is Penrhyn Castle with its railway museum.

For sports enthusiasts, Bangor has an 18-hole golf course and a large modern swimming-pool.

A.

1. Where is the home of Robin Hood?

2. Why is Bangor a clean and a quiet town? (Give two reasons)

B. Mark the statements as True (T) or False (F).

- ___ 1. Going to a cinema and playing golf are two things that you can do in your spare time in Bangor.
- ___ 2. Nottingham is a clean and beautiful city.
- ___ 3. Except for two football clubs and a cricket ground, there are no other sports facilities in Nottingham.

A LANGUAGE TEACHER'S PERSONAL OPINION

Why is English such an important language today? There are several reasons. Many newspapers send their reports to other newspapers in different countries in English - not in Spanish or Italian. English is also the language of the businessworld. For example, when a Mexican businessman buys something from a Chinese businessman he usually speaks English. At airports you can always hear English, and at the cinema you can watch a film in English. Today a lot of people want to learn this language. They go to language schools in England or take English courses in their own countries.

Every day I see advertisements in the newspapers and on buses. They are about language courses. Sometimes they also advertise language cassettes in English. They say you can learn a second language very fast and easily. They often say you can read plays by Shakespeare or books by Charles Dickens after you listen to the cassettes or after you go to the classes for three months. These advertisements are awful. I am an English teacher and I know that it is difficult to learn a new language. But a lot of people think these advertisements are true. They want to go to these short courses or buy those expensive cassettes. I don't understand them. How can someone learn a new language in three months? Are 'super teachers' teaching their classes? I really don't know.

I don't think people can learn English from cassettes. When we speak a language we don't repeat sentences only. We use the language every day and everywhere. For example, we talk to our friends, our neighbours or to a waiter in a restaurant. You can't speak to a cassette. You can only repeat the questions and answers. We must talk to people and listen to them when we learn a new language. And this takes a long time. Not only three months!

A. Mark the statements as True (T) or False (F).

- ___ 1. Many businessmen can speak English.
- ___ 2. The language cassettes are not cheap.
- ___ 3. The writer likes the advertisements about language courses.
- ___ 4. The writer is a 'super teacher'.
- ___ 5. The writer thinks cassettes can teach you English very well.

B.

1. Where can you hear a lot of English? (Write two things.)

a) _____

b) _____

2. Who do we talk to every day? (Write two things.)

a) _____

b) _____

53

THE WORLDS OF WALT DISNEY

Disneyland and Disney World are the two most famous entertainment parks in the world. Disneyland is in California and Disney World is in Florida, U.S.A. These were built by Walt Disney.

5 Walt Disney started to make cartoon films in 1923 with his brother Roy. First he made 'Alice in Wonderland' and then, in 1928, Mickey Mouse was created. He was very interested in technology so all his work was technically excellent and very enjoyable. He believed in providing good, clean entertainment and fun for all the family. He wanted a world which would give him a lot of fun when he was a boy
10 and so he built it for others to enjoy in Disneyland, which was opened in Anaheim, California in 1955. It has four parts: Adventureland, Frontierland, Fantasyland and Tomorrowland.

In 1960 Walt Disney bought a big piece of land near Florida and started to build his second great entertainment park. This was called
15 "Disney World". It was finished in 1971 and cost 400 million dollars. This place is a little different from Disneyland. It has got hotels and shopping centres as well as entertainment places. So people can eat, sleep and enjoy doing things in the same place.

A few years ago two other small cities were planned near Disney
20 World. One of them is called Lake Buena Vista. This has been completed and people have started to move in. They are still building the second city so people will not move in until 1995.

Walt Disney died of cancer in 1966, but people still remember him when they visit his parks today.

1. What are Disneyland and Disney World?

2. Did Walt Disney work alone when he started to make cartoon films?

3. When did he make 'Alice in Wonderland'?

4. What did Walt Disney try to give people when he made his films?

5. Why did he build Disneyland?

6. How long did it take to build Disney World?

7. What is the difference between Disneyland and Disney World?

8. What is 'Lake Buena Vista'?

9. Do people live in the second city today?

10. What do the following refer to?

a) 'He' (line 6): _____

b) 'This place' (line 16): _____

c) 'them' (line 20): _____

d) 'his parks' (line 24): _____

John Bear is starting his university education in London, so he needs accommodation. He has written a letter to an agency and the following is the answer to his letter.

Family Friends Agency
London W1

Dear Mr. Bear,

Thank you for your letter of 17th October. You asked about good families for students to stay with in London. Here are three suggestions:

1) Mr. and Mrs. Cranley, Garden Street, London NW1

A large family with a large house. It can take up to four students. Everybody is part of the family. Good food. Good location (near an underground station), very central and easy to get to anywhere in London.

2) Mrs. Easley, 3 Newton Avenue, Uxbridge

Mrs. Easley is an old lady. There are five bedrooms for students. Everyone has his/her own room and each bedroom has a washbasin and shower. Another house on the same street has two more single bedrooms, but students eat with Mrs. Easley.

3) Professor and Mrs. James Earl-Jones, Wimbledon

A famous family (Mr. Jones is a well-known professor, and his wife sings opera). The house is lovely, with a very large garden. There are two bedrooms for students, with two beds in each. Everyone who has stayed there says that the food is excellent.

Each of these places is very clean and friendly. Some students don't like Wimbledon because it's quite far from central London. Others love it. Some like staying with the Cranleys because they have five children and three dogs, but others don't like it because it's too noisy. Everyone likes Mrs. Easley, so it's very difficult to get in. You must book at least six months in advance. I hope these suggestions are helpful.

Yours sincerely,

Family Friends Agency

1. When did John write to the agency?

2. Where does he want to stay in London?

3. John loves children. Where can he stay?

4. How many students can eat with Mrs. Easley?

5. John wants a shower for himself only. Where should he stay?

6. What does Mrs. Jones do?

7. Why don't some people like the Cranleys' house?

8. Why isn't it easy to find a place at Mrs. Easley's house?

9. Why don't some students want to stay with Mr. and Mrs. Jones?

10. John can stay at the Cranleys'. Then how is he going to get to the university?

11. How many students can stay with Mr. and Mrs. Jones?

54 New Street
Peterborough

Oct. 20th, 1996

Dear Bob & Carol,

I wanted to write to you some time ago, but we've been very busy this month with plans for a new home. Our flat's simply too small for us now that the children are older.

First we looked for a larger flat in town and found a modern 3-bedroomed flat quite near here. It wasn't far from Peter's office, so he liked it very much. The children were also happy because some of their friends lived next door. But when I saw the flat, I knew I didn't want it. It was on the eighth floor of a large block of flats and you know I'm afraid of high places. It was also on a busy main road.

Then last week we saw an advertisement in the evening paper for a really cheap house in the country. But it was a bit far from town, so Peter didn't like the idea at first. But, we visited the place last weekend, and the children and I liked it immediately. It's over a hundred years old, so we must modernise it completely, but I don't mind that because it has got four large bedrooms. It's really big. The children loved it because there's a big garden to play in. There's a very good private school nearby and I think we'll send Chris and Claire there. The children and I were so enthusiastic that Peter finally agreed.

We're planning to move there next month. Luckily several friends have offered to help us. I'm sure we'll be very happy there.

Hoping to see you in our new home soon.

Love,

Kathy

A. Mark the statements as True (T) or False (F).

- _____ 1. No one in the family liked the new flat on the 8th floor.
_____ 2. A friend offered to rent his country house to Peter and Kathy.
_____ 3. The children's education won't be a problem if Peter and Kathy buy the country house.

B.

1. Why didn't Kathy like the new flat?

a) _____

b) _____

2. Write two advantages (good points) of the country house.

a) _____

b) _____

SINGLE FATHERS' CLUB

Self-help groups, i.e. groups of people with common problems, are very popular in many countries. These people have meetings and talk about their problems. They try to find answers for their problems together. For example, there are hundreds of groups of men and women who want to lose weight or give up drinking, who are single mothers or unmarried mothers. Now groups for single fathers are also starting to appear. This is the story of a group for single fathers.

It started when a radio announcer, John McCarthy, was reading an announcement for a single mothers' group. After he read the announcement, he said, "I'm a single father. I've got two sons. My wife died two years ago. I look after my children on my own and I have a lot of problems. I'm sure there are a lot of other men who have lost their wives. So we need a group, too". Two single fathers, Henry Mason and Paul Singer, heard his message on the radio and called him and they decided to meet. These three men started the first single fathers' group in the US on May 5th, 1988. After 6 months, there were 30 fathers in the group called "Single Fathers' Club". There are doctors, students, mechanics, a bus-driver, a television producer, a few businessmen and several men who are unemployed. They meet every Tuesday night.

They talk about problems, such as how to look after a child with a temperature, where to find milk at 6 a.m., how to help children who don't sleep well at night, or what foods are best for their children. The fathers feel these meetings help them. They say the difficult part for men is just learning to talk to other men about anything really personal.

A. Mark the statements as True (T) or False (F).

- _____ 1. Members of self-help groups try to help the single or unmarried mothers in their area.
- _____ 2. John McCarthy worked for a single mothers' group.
- _____ 3. All the members of 'Single Fathers' Club' work and at the same time look after their children.
- _____ 4. Men cannot easily talk about personal things.

B.

1. What did McCarthy, Mason and Singer do on May 5th, 1988?

2. At their group meetings, fathers talk about their problems with their children. Write two of these problems.

a) _____

b) _____

PLANE CRASH IN PERU

On Christmas Eve, 1971, Juliana Koepke, a seventeen-year-old German girl, and her mother left Lima by plane. They were going to Pucallpa, another town in Peru. They wanted to spend Christmas with Juliana's father, who was the manager of a bank in Pucallpa. Forty-five minutes later there was a terrible storm and the plane hit a mountain and crashed. Juliana fell 3,000 metres, strapped in her seat. She did not die when the seat hit the ground, but she was unconscious all night.

The next morning Juliana looked for pieces of the plane, and called for her mother. Nobody answered, and she only found a small plastic bag of sweets.

Juliana's left arm was broken, one knee was badly hurt and she had deep cuts on her legs and arms. She had no shoes and she was wearing only a dress, which was badly torn. But she decided to try to get out of the jungle*. She knew that she would die if she stayed there. She started to walk. She did not have anything to eat for two days, so she felt very weak. She heard helicopters, but could not see them above the trees, and of course they could not see her.

After four days she came to a river. She walked and swam down the river for another five days. At last she came to a small village house. Nobody was there, but that afternoon, four farmers arrived. They took her to a doctor in the next village.

Juliana learned afterwards that there were three other people who were not killed in the accident. But she was the only one who got out of the jungle. It took her ten days.

*jungle: a forest in a hot country with lots of trees and plants growing together (tropik orman)

A. Mark the statements as True (T) or False (F).

- ___ 1. Both Lima and Pucallpa are in Peru.
- ___ 2. Juliana's father was on holiday in Pucallpa.
- ___ 3. The plane hit a mountain a few hours after it left Lima.
- ___ 4. After the accident, Juliana could not find her mother.
- ___ 5. Juliana broke her leg in the accident.
- ___ 6. She was wearing a dress but no shoes.
- ___ 7. Juliana saw helicopters flying above the trees.
- ___ 8. Some farmers found Juliana in the village house.
- ___ 9. Juliana and three other people got out of the jungle.

B.

1. Why were Juliana and her mother going to Pucallpa?

2. Why did Juliana feel very weak?

3. After Juliana came to the river, how long did it take her to arrive at the village house?

INVERNESS

Inverness is a small town situated in beautiful countryside in the north-east of Scotland. It is an important centre for visits to many parts of the Highlands, which is the famous mountainous area in Scotland. Inverness is a small town but it has got an excellent transport system. There are trains to all the main cities of Scotland (Inverness - Aberdeen 1.5 hours, Inverness - Dundee 3 hours, Inverness - Glasgow 4 hours, Inverness - Edinburgh 4.5 hours). Dalcross Airport (about 8 miles east of the town) offers flights to many parts of the country. The buses leaving from Faraline Park serve the town and the surrounding area. Many of the big banks have branches in Inverness so changing money is not a problem for tourists. As well as these essential services, the town has cultural and entertainment facilities. There are theatres and cinemas, and some hotels organise Highland entertainment during the summer months.

Inverness is an old town, but there are not many buildings left from the old times. However, there are still some buildings in the town which are very old, such as the houses on Douglas Row. And Church Street has some interesting old churches.

Inverness is situated at the northern end of the Caledonian Canal. The canal was opened in 1822. Sailing boats used the canal to travel between the Irish sea and the North Sea. The canal provided a safe and fast journey for them. When steamships became popular instead of sailing boats, people stopped using the canal for transport because these steamships were too large and could not travel down the canal. Nowadays, there are sightseeing trips for tourists down the canal.

There are many good eating places in Inverness. There are plenty of restaurants and hotels which offer meals to non-residents. They have delicious local dishes at cheap prices; try some 'haggis' and a glass of malt whisky before you leave. There are also all kinds of sea food.

Places of Interest

Inverness Castle (1834) - It is now a court house.

Museum and Art Gallery - You can see the collection about the history of the Highlands in the Museum. In the Art Gallery artists exhibit their paintings, sculptures and photographs, which change frequently.

Abertaff House (1592) - The Highland Association uses this building now. This association tries to help people to learn Gaelic, the language which about 80,000 Scottish people speak. They are also interested in the country's national clothes, food and musical instruments.

St Andrew's Cathedral (1869) - It is richly decorated with fine windows and pillars.

A. Mark the following as True (T) or False (F).

- ___ 1. You can see old buildings on Douglas Row and Church Street.
- ___ 2. The writer suggests that visitors to Inverness try some of the local food.
- ___ 3. The Museum is used for art exhibitions.

B. Mark the best choice.

1. Which essential services are there in Inverness according to the text?
 - a) Theatres and cinemas.
 - b) Inverness Castle and St. Andrew's Cathedral.
 - c) Hotels and restaurants.
 - d) Transport system and banks.
2. Which of the following is true about the Caledonian Canal?
 - a) No one uses the canal today.
 - b) The journey down the canal was quite dangerous for sailing boats.
 - c) Inverness is at one end of the canal.
 - d) Steamships which travelled between the Irish Sea and the North Sea used the canal.
3. Gaelic is _____.
 - a) an interesting place in the old part of the town
 - b) the Scottish language
 - c) a national musical instrument of Scotland
 - d) a kind of local food

C.

1. What is the Highlands?

2. You can travel to several Scottish cities from Inverness by train. Write the names of these cities.

D. Which of the following information can you find in the text? Put a tick (✓) in the blank of that item.

- | | |
|--------------------------------|----------------------------------|
| ___ a) what the weather's like | ___ e) what to eat and drink |
| ___ b) where Inverness is | ___ f) population of Inverness |
| ___ c) hotel prices | ___ g) interesting places to see |
| ___ d) the canal | |

LACROSSE

Lacrosse is a popular sport in Canada. It is one of the oldest organized sports in America. The Indians in northern New York State and southern Ontario, Canada, invented it. They used it to train for war. They invented this game before Columbus arrived in the New World.

People play lacrosse outdoors. The lacrosse field is seventy meters long. At each end of the field there is a goal. The goal is a net. There are ten players on each team. Each player has a stick called a "crosse". The players hit a ball that is 21 centimetres around and weighs 140 grams. They try to hit the ball into the net as many times as possible. Lacrosse is a very fast game because the players can catch and pass the ball at a high speed with their sticks.

At one time lacrosse was the national summer sport in Canada. It is also popular in Britain and Australia.

A.

1. Which countries play lacrosse?

2. How many goals are there?

3. What does each player have?

B. Mark the best choice.

1. _____ invented lacrosse.

- a) Columbus
- b) Indians
- c) Canadians
- d) A team

2. The ball weighs _____.

- a) 21 centimetres
- b) 70 grams
- c) 140 grams
- d) 70 metres

3. _____ people play in a lacrosse game.

- a) Eight
- b) Fifteen
- c) Twenty
- d) Ten

4. People play lacrosse _____.

- a) in a building
- b) on ice
- c) on a field
- d) indoors

5. The players hit _____.

- a) each other
- b) the net with a stick
- c) the field
- d) a ball with a stick

6. The players catch and pass the ball very _____.

- a) quickly
- b) loudly
- c) slowly
- d) quietly

7. Lacrosse was the national summer sport in _____.

- a) Canada
- b) England
- c) Australia
- d) New York State

THE BARASANA

Between Colombia and Brazil there is an area called The Vaupés Region'. About 15.000 people live in this area. They are the Amazonian Indians. These Amazonian Indians live in small groups. These groups have got different names like: Tukano, Desana, Cubeo and Barasana.

The Barasana have a very different life-style. They do not live in villages. Many families live together in one house. It's a very big house and they share everything in this house. These houses are very far away from each other. A person has to walk for one hour to get from one house to another. There are gardens for special plants behind the houses. The Barasana pick bananas from the banana trees and use the leaves of these trees to serve food.

The Barasana men and the Barasana women do different things. The women spend most of their time doing housework. They look after children, work in the gardens and prepare the food. The men go fishing and hunt animals for their meat.

The Barasana are marvellous language-learners. This is because a Barasana man has to marry a woman from a different house. The people in different houses speak different languages, so they must learn the other language to understand each other. The wife has to learn her husband's language and the husband has to learn his wife's language.

The children first learn their father's language and use it every day, but they also understand their mother's language. The children do not go to school. They play with other children, watch their parents and in this way they learn about life. Young girls have to help their mothers, but the boys don't. They usually swim in the rivers, go fishing and practise hunting animals.

A. Mark the statements as True (T) or False (F).

- _____ 1. Tukano, Desana and Cubeo are names of cities in Colombia.
- _____ 2. 15.000 Barasana live in the Vaupés Region.
- _____ 3. A Barasana family shares a house with other families.
- _____ 4. The Barasana men and the Barasana women do the housework together.
- _____ 5. A Barasana man can't marry a woman from a different house.
- _____ 6. A Barasana child can understand his/her mother's and father's languages.
- _____ 7. Young Barasana boys and girls have to help their parents.

B.

1. Where do the Amazonian Indians live?

2. Who doesn't live in villages?

3. Who looks after the children?

4. What do the Barasana children do to learn about life? (Write two things.)

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THE MOTOR CAR INDUSTRY

At the end of the 19th century motor cars were made in Great Britain, France, Germany and the United States. They were not popular for many years because they were too expensive. They were very expensive because they were made in small workshops and not in factories. Mechanics had to make many small parts with the help of only a few machines.

At the beginning of the 20th century - in 1909 - the American engineer Henry Ford found a way to make cheaper cars very fast. He opened a factory. In his factory there were machines making the parts of the cars. This factory made one kind of motor car only - the famous Ford "Model T".

A. Mark the best choice.

1. At the end of the 19th century cars were very expensive because _____.

- a) they were made in factories
- b) mechanics made them
- c) they were not small
- d) they were not popular

2. Henry Ford's factory _____.

- a) made many kinds of cheap cars
- b) made machines to make parts of the cars
- c) opened in the nineteen twenties
- d) made the first Ford "Model T"

62

THE OSTRICH

The ostrich is the largest bird in the world. Africa and Arabia are the home of the ostrich, but we can see one in almost every zoo around the world. It has got wings but they are very small, so it cannot fly. Some male ostriches can be 2.5m in height and weigh from 90 to 135 kg. An ostrich has a small, flat head and a very long neck. Its legs are strong and thick. It is an excellent runner. It can run very fast - about 40 miles an hour. It is faster than a horse, but it is not the fastest animal. There are faster animals than the ostrich - for example, the antelope. The food of the ostrich is plants and some insects. Ostriches leave their eggs into holes in the sand. Sometimes there are 20 eggs in one hole. They are white and the largest eggs in the world. The female ostrich looks after the eggs in the daytime and the male ostrich at night.

Mark the statements as True (T) or False (F).

- _____ 1. There are larger birds than the ostrich in the world.
- _____ 2. Ostriches live in zoos only.
- _____ 3. An ostrich can't fly.
- _____ 4. An antelope is faster than a horse.
- _____ 5. An ostrich can weigh 125 kg.
- _____ 6. Ostriches like eating insects and large eggs of other birds.
- _____ 7. The male and the female ostriches look after the eggs together at night.

RUDYARD KIPLING

The story-writer Rudyard Kipling was the son of an Englishman. Kipling was born on December 30th, 1865 in Bombay, India. When he was 5 years old his father sent him to England. There he went to school at the United Services College in Devon. He wrote about this school later in his life in his book called *Stalky and Co.* He finished school when he was 17 and returned to India. There, he worked as a reporter and wrote many books. His stories, especially those about soldiers, were very popular and he became very famous at the age of 25. He travelled to India, China, Japan and America and finally went to England. There, he worked on stories of India and wrote a book called *Barrack Room Ballads*.

In 1892 Kipling married an American - Caroline Balstier. For some time they lived in Vermont in the United States but later returned to Sussex, England. Kipling wrote books for readers of all ages. He also wrote children's stories. Some of them are *The Jungle Book* (1894), *The Second Jungle Book* (1895), and *Just so Stories* (1902). He received the 1907 Nobel Prize for literature.

A. Mark the statements as True (T) or False (F).

- ____ 1. Rudyard Kipling lived in India between 1865 and 1870.
- ____ 2. The United Services College is in the U.S.A.
- ____ 3. Kipling worked as a reporter in Sussex, England.
- ____ 4. *Barrack Room Ballads* is about Kipling's trips to India, China and Japan.
- ____ 5. Kipling was in his twenties when he became famous.

B. Complete the sentences with the information in the text.

1. Kipling wrote about _____ in his book called *Stalky and Co.*
2. His stories about _____ made him a famous writer at a young age.
3. Caroline Balstier was Kipling's _____.
4. Kipling wrote *The Jungle Book* for _____.
5. Kipling received _____ in 1907.

VIDEO CLIPS

Did you see Michael Jackson's twenty-minute pop video 'Thriller'? He had to spend over \$ 800,000 to make it, and it became very famous all over the world. Unknown singers and groups can become rich in one night when their pop videos get on the American MTV channel. The Birmingham group 'Duran Duran' became famous only after their first video. That made all the difference.

- 5
- 10
- Videos became the biggest thing in the pop music world in the 1960s. British record companies are now spending more than £ 12 million a year on videos of new records. With these videos, singers and groups get on TV. People can also buy these videos in shops. These two things make singers and groups famous. They can't become famous if they don't make a good video.

- 15
- 20
- Record companies send Jools Holland, the director of a British TV pop music programme, hundreds of videos very year. "I must say that most pop singers are very bad actors" says Jools, "but they don't look bad when record companies spend thousands of pounds on these videos. We've got some excellent film directors in Britain. Their videos are very good - much better than the American ones." Jools Holland gets all kinds of videos: some cost more than £50,000 for three minutes of film; others, from new groups cost £500 or less.

A. Mark the best choice.

1. Jackson's 'Thriller' _____.
 - a) cost over £600,000
 - b) lasts twelve minutes
 - c) is known all over the world
 - d) didn't get on the MTV
2. 'Duran Duran' _____.
 - a) is still an unknown group
 - b) became well-known with their first video
 - c) is a famous video from Birmingham
 - d) was famous before their first video

3. According to the passage, singers and groups become famous when

- a) they don't make a good video
- b) people watch their videos on TV
- c) they make records
- d) Both (a) and (b) are correct.

4. Line 12, 'they' refers to _____.

- a) record companies
- b) new records
- c) new videos
- d) singers and groups

5. Which of the following statements is **not** true about Jools Holland?

- a) He gets hundreds of videos every year.
- b) He works for the British TV.
- c) He directs pop music programmes for the MTV.
- d) He thinks that not all the pop singers are good actors.

6. Line 15, 'they' refers to _____.

- a) actors
- b) music programmes
- c) film directors
- d) most pop singers

B. Mark the statements as True (T) or False (F).

- ____ 1. MTV helps unknown singers and groups to become rich and famous.
- ____ 2. Videos have been the biggest thing in the pop-music world for over twenty years only.
- ____ 3. Record companies in Britain spend a lot of money on videos of new records.
- ____ 4. Jools Holland thinks that the American videos are not as good as the British ones.
- ____ 5. Making a video always costs the same.

DREAMS

People dream four to six times a night. They dream while they are in the REM (Rapid Eye Movement) stage of sleep. During REM sleep, you breathe faster, and your heart beats faster than in stages one through four. Sleepers go into the REM stage about every 90 minutes. The first dream of the night may last about ten minutes. Each dream gets a little longer. The last dream of the night may be an hour long.

People need their dreams. Younger children spend more time dreaming. Babies spend almost half of their sleep in the REM stage.

One experiment showed that everyone needs to dream. Doctors gave some people sleeping pills. These sleeping pills didn't let them go into REM sleep. After a few nights without dreams, they began to feel bad. They became angry easily, they worried a lot, and they wanted to fight with everyone. Then they stopped taking the sleeping pills. They all began to dream all night for a few nights to catch up.

Why do people dream? Dreams give them time to find the answers to some of their problems. If they think they will have difficult problems the next day, they may spend more time in REM sleep the night before. In their dreams, they may find an answer to their problems.

A.

1. Line 10, 'them' refers to _____.

- a) the sleeping pills
- b) the doctors who gave the sleeping pills
- c) the dreams
- d) the people who took the sleeping pills

2. The last dream of the night may last _____.

- a) 10 minutes
- b) 30 minutes
- c) 60 minutes
- d) 90 minutes

3. How many times does a person usually dream a night?

- a) Two times.
- b) Ten times.
- c) Nine times.
- d) Six times.

4. Who spends the most time dreaming?
- Men.
 - Women.
 - Babies.
 - Older people.
5. What happened to people after a few nights without dreams?
- They became angry easily.
 - They began to feel bad.
 - They wanted to fight with everyone.
 - All of the above.
6. Why do we dream?
- We dream to find answers to our problems.
 - We dream so we won't go into REM sleep.
 - We dream so we won't need sleeping pills.
 - All of the above.

B. Mark the statements as True (T) or False (F).

- _____ 1. During REM sleep, your heartbeat and breathing slow down.
- _____ 2. People don't dream when they take sleeping pills.

ORANGES

Everybody loves oranges. They are sweet and juicy. They are in sections, that is, separate parts, so it is easy to eat them. Some oranges do not have any seeds, i.e. parts which grow into a new part. Some have a thick skin but others have a thin skin.

- 5 The orange tree is beautiful. It has a lot of shiny green leaves. The small white flowers smell very sweet. An orange tree has flowers and fruit at the same time.

- 10 There were orange trees twenty million years ago. The oranges were very small, not like the ones today. The orange tree probably came from China. Many different kinds of wild oranges grow there today. In other words, these oranges grow in nature. The Chinese started to raise, or grow, orange trees around 2400 B.C.; Chinese art has lovely old pictures of oranges and orange trees.

- 15 Farmers in other parts of Asia, such as India and Pakistan, and the Middle East, learned to raise oranges from the Chinese. Then they taught the Europeans. The Spanish planted orange trees in North and South America, called the New World. They took them to Florida first. Oranges are a very important crop (farm product) in Florida today.
- 20 "Orange" is both a fruit and a colour. The colour of oranges is very beautiful. Therefore, in English we use the name of the fruit for the colour.

A. Guess the meanings of the words.

1. 'sections' (line 2)

- Clue: _____
- Sections are _____

2. 'seeds' (line 3)

- Clue: _____
- Seeds are _____

3. 'wild' (line 10)

- Clue: _____
- Where do wild oranges grow? _____

4. 'raise' (line 12)

- Clue: _____
- To raise means to _____

5. other parts of Asia (line 14)

a) Clue: _____

b) India and Pakistan are _____

6. the New World (line 17)

a) Clue: _____

b) The New World is _____

7. crop (line 18)

a) Clue: _____

b) The word 'crop' means _____

B.

1. Line 2, 'them' refers to _____

a) skins b) seeds c) oranges

2. Line 5, 'It' refers to _____

3. Line 9, 'ones' refers to _____

4. Line 10, 'there' refers to _____

C.

1. Write down three characteristics of an orange.

a) _____

b) _____

c) _____

2. How did the United States get orange trees?

3. Why do the English speaking people use the name of the fruit 'orange' for the colour?

D. Mark the best choice.

1. Some oranges do not have _____

a) sections b) flowers c) seeds d) a skin

2. Which of the following is **not** true about the orange tree?

a) It has flowers and fruit in the same season.

b) Its flowers come after its fruit.

c) Its flowers are small.

d) You can find paintings of orange trees in China.

THE POSTAGE STAMP

Before the postage stamp, it was difficult to send a letter to another country. The sender paid for the letter to travel in his or her own country. Then the person in the other country paid for the other part of the trip. If a letter crossed several countries, the problem was bigger.

5 Rowland Hill, a British teacher, had the idea of a postage stamp with gum on the back. The British Post Office made the first stamps in 1840. They were the Penny Black and the Twopence Blue. A person bought a stamp and put it on a letter. The post office delivered the letter, or took the letter to the person. When the person got the letter, it was prepaid. That is, the sender paid for it earlier.

10 Postage stamps became popular in Great Britain immediately. Other countries started making their own postage stamps very quickly.

However, there were still problems with international mail. Some countries did not want to accept letters with the stamps of other countries. Finally, in 1874 a German organized the Universal Postal System (the UPS). Each country in the UPS agreed to accept letters with prepaid postage from the other members. Today the offices of the UPS are only in Switzerland. Almost every country in the world is a member of this organization. It takes care of any international mail problems.

20 Today post offices in every country sell beautiful stamps. Collecting stamps is one of the most popular hobbies in the world, and every stamp collector knows about the Penny Black and the Twopence Blue.

A. Guess the meanings of the words.

1. 'delivered' (line 7)

a) Clue: _____

b) The expression "delivered the letter" means _____

2. 'prepaid' (line 8)

a) Clue: _____

b) The expression "it was prepaid" means _____

B.

1. Line 6, 'They' refers to _____

2. Line 19, 'this organization' refers to _____

C. Mark the statements as True (T) , False (F) or No Information (NI).

- ___ 1. Before postage stamps, two people paid for letters to travel in two countries.
- ___ 2. A German first thought of the postage stamp.
- ___ 3. The United States was the second country to make postage stamps.
- ___ 4. There are UPS offices in almost every country in the world.

D. Find the sentences in the passage that give the following information and write them down.

- 1. There were countries which refused to deliver letters with other countries' stamps.

- 2. A lot of people all over the world collect stamps.

VOLCANOES

Earthquakes and volcanoes frighten people but they also give them great pleasure. Although volcanoes are mostly beautiful mountains, they have destroyed cities, forests and farmland throughout history. The word volcano comes from the name of the island of Vulcano, just north of Sicily. In classical times, people thought it was the home of Vulcan - the god of destruction. Science has improved greatly. However, we still know very little about volcanoes.

- 5 A volcano is a kind of chimney, or vent. This chimney goes down to a liquid deep in the earth, called 'magma'. Three types of material
- 10 come out of this vent: a hot liquid (lava), pieces of rock and great quantities of gas. The lava and rock often collect around the vent and form the volcano's 'cone'.

Scientists often classify, i.e. group, volcanoes according to the type of vent and kind of explosion.

A. Write the meaning of each word.

- 1. 'Vulcan' (line 6): _____
- 2. 'vent' (line 8): _____
- 3. 'magma' (line 9): _____
- 4. 'lava' (line 10): _____
- 5. 'classify' (line 13): _____

B.

- 1. Line 1, 'them' refers to _____
- 2. Line 3, 'they' refers to _____
- 3. Line 5, 'it' refers to _____

C. Mark the statements as True (T) or False (F).

- ___ 1. Although science has developed greatly, we still do not know much about volcanoes.
- ___ 2. 'Magma' comes out of a volcano's 'vent'.
- ___ 3. Pieces of rock and large quantities of gas form the volcano's 'cone'.
- ___ 4. The type of volcano depends on the kind of vent and explosion.

CONTAINERS

We can find containers in our homes, schools, and places of work. For example, food and nonfood products are sold in containers. A favourite container of students and teachers is the wastebasket. Of course, containers are an important part of many professions: painters, doctors, biologists, photographers, chemists, and others use many kinds of specialized containers.

In this short article, it is not possible to discuss all kinds of containers. Therefore, let us look at some of the simple and basic containers. We will name them, identify their shapes and the materials they are made of, and say a few words about lids and tops.

Cans

A can is a metal container. It is usually cylindrical in shape, and may have a paper label on the outside. The name of the product is printed on the label or on the metal itself. Cans open in different ways, depending on the product. We need a can opener to open some cans; this utensil cuts the metal. Paint cans have lids. Beverage cans have a pop top or a ring top. Spray cans have a push-button top. Cans are durable containers. In other words, they are strong and long-lasting.

Boxes and Cartons

Boxes and cartons are similar containers. Cartons are usually made of card-board (heavy paper) and, as a result, are not very durable. Boxes can be made of cardboard, paper, wood, metal, or plastic. Boxes and cartons have rectangular or square sides. Some of these containers, such as jewelry boxes and egg cartons, have tops that open and close with hinges. Other boxes and cartons have removable tops (i.e., you can take these tops off).

Jars

A jar is a glass or ceramic container. It has a wide mouth (top opening) and no neck. Some jars have tops or covers called screw-on-lids and others have lids that fit inside the mouth. Some jars (e.g., jars you see in supermarkets) are very practical because they hold many different products, and because we can clean them and use them again. Jars are durable but breakable. In other words, they are easy to break by accident.

Bottles

A bottle, like a jar, is a container that is usually made of glass. These days, however, plastic bottles are also very common. Bottles are different from jars in one important way: a bottle has a small mouth and

a neck, but a jar has a wide mouth and no neck. Bottles have caps or tops which either screw on or snap on. Bottles hold beverages (juice, soda, etc.) and other liquid food such as soup. They are also used to contain photographic, industrial, and medical chemicals.

Bags

A bag is a flexible container. That is, it is soft and movable. Many bags are made of paper, foil, or thin plastic. Such bags are not durable containers - we usually throw them away. We close bags in several ways, for example, by folding them, by tying them with something, and, in the case of plastic bags, by knotting them. Bags come in many sizes and contain many different products.

The containers mentioned in this article are just a few of many hundreds of different containers. We have not talked about tubes, tubs, bins, baskets, vats, vases, casks, drums, flasks, trays, or tanks. We have not mentioned containers that we use in cooking and serving food.

We have not talked about containers by profession: painters use cans for paint; photographers use bottles and trays for chemicals; chemists use beakers and test tubes. What containers do you have around you in your everyday life? What containers do you use in your profession? Can you imagine a world without containers?

A.

- Line 10, 'them' refers to _____.
- Line 16, 'this utensil' refers to _____.
- Line 31, 'others' refers to other _____.
- Line 42, 'They' refers to _____.
- Line 46, 'Such bags' refers to bags which are _____.

B. Guess the meanings of the words.

- Line 18, 'durable' means _____.
- Line 22, 'card-board' means _____.
- Line 26, 'removable tops':
If a top is removable, _____.
a) it belongs to an egg carton
b) you cannot open or close it
c) you can take it off the box
d) it is very strong
- Line 30, 'Some jars have tops or covers, called screw-on-lids...':
A screw-on-lid is a kind of _____.

5. Line 42, 'soup' is a type of _____
6. Line 45, 'flexible' _____
Something flexible is _____

C.

1. What are the types of cans mentioned in the passage? (Write two of them.)

- a) _____
- b) _____

2. Why are jars easy to break?

D. Mark the best choice.

1. This passage is mainly about _____
- a) containers in supermarkets
- b) five basic containers
- c) containers used by chemists and photographers
- d) glass containers

2. According to the passage bottles are usually made of _____

- a) paper or plastic
- b) glass or cardboard
- c) metal or wood
- d) glass or plastic

3. Boxes, jars, and bottles open and close with different _____

- a) materials
- b) containers
- c) tops
- d) necks

4. One important difference between a jar and a bottle is _____

- a) the material it is made of
- b) the size of the mouth
- c) the label
- d) the size of the container

LUMINOUS AND NON-LUMINOUS BODIES

Light, like heat, is a form of energy and there is a close connection between the two. Most bodies (i.e. objects) which emit, or send out, light also emit heat. The Sun, for example, emits both light and heat energy. So does an electric lamp or a fire. We can see these bodies because they give out light. They are called *luminous* bodies. The Moon, however, is not a luminous body because it does not produce light. We can see the Moon in the sky only because it reflects the light from the Sun. This means the Sun sends out light to the Moon and the Moon sends the Sun's light back to Earth. So, the Moon is a good example of a *non-luminous* body. Because it is non-luminous, it does not produce heat. When there is no sunlight, it is very cold there. The temperature can be 129°C below zero. A piece of iron or glass is also non-luminous.

What are transparent, translucent and opaque substances?

So, light is an important source of energy. We can see things only because there is light from luminous bodies. But light cannot pass through every substance. For example, we can see through clear glass or water but we cannot see anything behind a wall. Substances such as clear glass, water or some kinds of plastic are called *transparent* substances. That is, light can pass through them, and we can see what is on the other side. These transparent substances can be used for different purposes. For example, windows are made of glass because we want to be able to see what is outside. But some substances are not clear; in other words, they are not transparent. We cannot see the objects behind them but we can only see the light. These are called *translucent* substances. Some types of glass are like this. There are also substances called *opaque*. Light cannot pass through such substances and we cannot see anything behind them.

A. Mark the statements as True (T) or False (F).

- _____ 1. Luminous bodies produce heat.
- _____ 2. An electric lamp is a luminous object.
- _____ 3. The Sun reflects light.
- _____ 4. We can see the Moon because it produces light.
- _____ 5. The Moon is very cold when it does not receive sunlight.
- _____ 6. Opaque substances are not transparent.

B. Guess the meaning.

'emit' (line 2)

Clue: _____

To emit is to _____

C. Mark the best choice.

1. Line 4, 'these bodies' refers to _____.
 - a) the sun, an electric lamp, a fire
 - b) the sun
 - c) an electric lamp, a fire
2. Line 6, 'it' refers to _____.
 - a) the sky
 - b) the Moon
 - c) the Sun
3. Line 20, 'them' refers to _____.
 - a) substances
 - b) transparent substances
 - c) plastic
4. Which of the following is true about non-luminous bodies?
 - a) They produce heat and light.
 - b) They only produce light.
 - c) They don't produce heat or light.
 - d) They produce light but not heat.
5. Which of the following is true about transparent substances?
 - a) They are clear substances.
 - b) We can't see through them.
 - c) They are translucent.
 - d) Light cannot pass through them.

COAL

Coal is a hard black substance which we take from below the surface of the earth and burn as fuel. People have known the burning property of coal for centuries. We know, for example, that the Chinese used it for smelting copper (Cu) at least 3000 years ago. In Europe, they started using coal in the 12th century in England. But people used coal the most after the invention of the steam engine, during the 18th and 19th centuries. Towards the end of the 19th century, coal was the leading fuel of the world. Today, coal, petroleum and natural gas are fuels of equal importance. One advantage of coal is that we can find it closer to the surface than petroleum and natural gas. Therefore, we can mine coal; that is, take it from under the earth, less expensively. A second advantage of coal is that there is more of it than there is of the other two fuels.

There are four kinds of coal in the world. These are lignite, subbituminous coal, bituminous coal and anthracite. Lignite gives little heat and contains about 75% elementary carbon. Subbituminous coal contains less moisture than lignite and produces (gives out) more heat. Bituminous coal contains less than 86% carbon. Anthracite is the coal with the highest carbon content (86 % or more) and gives the most heat. Anthracite also burns slowly and thus maintains - keeps - a uniform and constant fire. These properties of anthracite make it the most preferable kind of coal, especially for domestic uses, in other words, for uses in our homes. One disadvantage of anthracite, however, is that there is less of it than there is of the other kinds of coal.

We can use coal directly in domestic fires, to smelt iron (Fe) in turbines, or to produce steam in steam engines. Our coal supply is large. There is still lots of coal under the ground. We'll probably have enough of it for about 400 years.

A.

1. Line 11, 'it' refers to _____.
2. Line 13, 'the other two fuels' refers to _____.
3. Line 21, 'it' refers to _____.
4. Line 24, 'the other kinds of coal' refers to _____.

B. What do the following mean in the text?

1. Line 11, to 'mine coal': _____
2. Line 17, to 'produce': _____
3. Line 20, to 'maintain': _____
4. Line 22, 'for domestic uses': _____

C. Mark the statements as True (T) or False (F).

- ____ 1. Coal is obtained from under the ground.
- ____ 2. People on Earth have been using coal for less than 3000 years.
- ____ 3. The English were the first Europeans who used coal.
- ____ 4. Petroleum is a more important fuel than natural gas.
- ____ 5. If coal contains more carbon, it will give out less heat.
- ____ 6. Lignite contains moisture.

D. Fill in the blanks to complete each sentence.

1. After the _____ the use of coal increased greatly during the 18th and 19th centuries.
2. Like petroleum and natural gas, coal is a kind of _____.
3. Subbituminous coal produces more heat than _____ but less than _____.
4. We prefer to use anthracite because it _____ and in this way it _____.
5. We use coal in steam engines to _____.
6. Today's coal supplies will last for _____.

E.

1. Why can we mine coal less expensively than the other types of fuel?

2. What is a disadvantage of anthracite?

CARS OF THE FUTURE

What kind of cars will we be driving in the year 2015? Rather different ones from those that we know today. The next twenty years will bring greater change in car models than the past fifty years. Tomorrow's cars will not look like those of today. The most important cause that will lead to a change in the design of cars will be environmental. That is, tomorrow's cars will be designed not to cause air pollution. They will be electrically powered; in other words, they will run on electricity entirely and therefore, be environmentally clean.

Besides the problem of pollution, there is also the problem of heavy traffic and traffic accidents today. The last two may also be avoided if computers drive the cars instead of drivers. As a passenger, all you will have to do will be to get in the car and say where you want to go. The computer will do the rest and take you there. This, however, will require the construction of special intelligent roads, as tomorrow's models won't be able to move on ordinary roads. These roads will contain special strips that can supply (provide) electrical power to the vehicles as they drive along them. The special equipment in cars will pick up the necessary fuel during long journeys from a power source which will exist in the road. As computers - not drivers - will provide safe driving, there will be fewer accidents; or, maybe, there won't be any accidents at all.

A.

1. Line 2, 'ones' refers to _____.
2. Line 7, 'They' refers to _____.
3. Line 15, 'These roads' refers to _____.
4. Line 17, 'they' refers to _____.

B. Mark the statements as True (T) or False (F).

- ____ 1. Unless there are special roads, we won't be able to use tomorrow's car models.
- ____ 2. Car models will remain the same in the next twenty years.
- ____ 3. Today's cars cause basically two problems.

C. Mark the best choice.

1. Tomorrow's cars will _____.
 - a) be similar to today's cars
 - b) cause more environmental problems
 - c) run on electricity
 - d) lead to traffic problems
2. The computer will be an important part of tomorrow's cars because it will _____.
 - a) supply electrical power
 - b) drive the car on ordinary roads
 - c) pick up the fuel from the special equipment
 - d) do the driver's job

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USING ELECTRICITY

Our homes are full of devices - machines - that run on electricity, but we don't use electricity in our homes only. We need it in schools, hospitals, banks, factories, etc.. Electricity brings us health and comfort. For example, at home we use it for heating electric fires, irons and toasters.

5

We also use electricity to produce shaft power, i.e., power that we use to run electric motors. For example, washing machines, refrigerators and mixers use this kind of power. Also vehicles such as subway trains, trolley buses and electric locomotives have motors that run on electricity.

10

There are also some very special lamps that produce ultraviolet rays and infrared rays. We use both rays in medical treatments. One of the most valuable and important uses of electricity is in producing X-rays. When we look at an X-ray, we can see the inside of the human body, and in this way the physicians, or doctors, can give a more accurate; that is, correct, diagnosis of an illness. In other words, when a doctor looks at an X-ray he can tell you what kind of an illness you have.

15

A.

1. Line 2, 'it' refers to _____.
2. Line 8, 'this kind of power' refers to _____ power.
3. Line 12, 'both rays' refers to _____.
4. Line 17, 'he' refers to _____.

B. Find the meanings.

1. a) Line 1, 'devices' means _____.
b) Clue: _____
2. a) Line 15, 'physicians' means _____.
b) Clue: _____
3. a) Line 15, 'accurate' means _____.
b) Clue: _____

C.

1. Which devices use electricity to produce heat? (Give two examples.)

a) _____
b) _____

2. Which vehicles use shaft power? (Give two examples.)

a) _____
b) _____

D. Complete the sentences.

A physician can look at an X-ray and diagnose an illness because an X-ray shows (1) _____.

(2) _____ and (3) _____ are devices which we use at our homes.

POLYMER BATTERIES FOR ELECTRIC VEHICLES

There is an interest in developing electric cars for two reasons. One reason is that there is only a certain amount of fuel in the world and it will eventually finish. Another is that electric cars will not cause air pollution; i.e. the air will be clean. Why aren't there electric cars on the roads then?

Although there are trucks, vans and other vehicles which run on electricity, the auto industry cannot yet produce electric passenger cars in order to sell on the market. This is because of the batteries in the cars today. These are lead-acid batteries and they do not provide the necessary power for an electric car. In other words, the car cannot go a long distance with such a battery. Besides, you must replace it in time. Most engineers believe that the lead-acid battery is too heavy and too expensive. Therefore, scientists have developed another type of battery.

This development may now be the first important step in the mass production of electric automobiles. The new type is a conductive polymer battery. It is made of a material which is similar to plastic. However, it has a metallic appearance and the ability to conduct electricity. This new plastic battery is three times stronger than the ordinary car battery and weighs less than 5 kilograms. In addition, car builders can form it into any shape. This means you can place the battery anywhere in the car; for example, under the roof, behind the door panels or even under the seat. Besides its capacity to take various shapes, it is also cheap because of the polymers used.

Several types of conductive polymer batteries are ready to be tested. One disadvantage is that the polymer battery can be toxic - it can even kill people; therefore, it must be insulated well.

Many researchers agree that it is important to solve the energy problem; so the conductive polymer battery may be an important first step in electric vehicle development. They believe that such vehicles will replace the ones which we use today.

A.

1. 'vans' (line 6)

A van is a kind of _____.

2. 'toxic' (line 25)

A toxic material can _____.

B.

1. Line 2, 'it' refers to _____.

2. Line 3, 'Another' refers to another _____.

3. Line 17, 'it' refers to _____.

4. Line 20, 'This' refers to _____.

5. Line 30, 'ones' refers to _____.

C. Mark the best choice.

1. Because of lead-acid batteries, _____.

- a) electric vehicles can carry passengers
- b) the auto industry cannot produce electric batteries
- c) electric passenger cars are not common today
- d) there are electric trucks, vans and other vehicles

2. Which of the following is a property of a conductive polymer battery?

- a) It is made of a kind of conductive plastic.
- b) Although it's made of metal, it looks like plastic.
- c) It shows strong resistance to heavy weights.
- d) It lacks the ability to conduct electricity.

D.

1. Write three of the disadvantages of a lead-acid battery.

- a) _____
- b) _____
- c) _____

2. Write three of the advantages of a conductive polymer battery.

- a) _____
- b) _____
- c) _____

EFFECTS OF CIGARETTE SMOKING

There are three harmful substances in cigarettes: tar, carbon monoxide and nicotine. Cigarette smokers who inhale the smoke, or breathe it in, can develop lung cancer. Other smokers who only take the smoke into their mouths can suffer from throat, tongue and larynx cancers. The substance which causes cancer is the tar in cigarettes. Cigarette manufacturers have tried to develop low tar brands of cigarettes to reduce the dangers. Certain forms of filters in addition to the cigarette's own filter can also help. However, nothing can completely eliminate, i.e., remove, the tar without changing the taste of the cigarette completely.

The effects of carbon monoxide are perhaps more serious because they can cause permanent damage - damage which lasts for a very long time - on others besides the smokers themselves. Increased carbon monoxide intake automatically means reduced oxygen intake, and consequently a lower oxygen content in the blood and the brain. An oxygen-starved brain (a brain without enough oxygen) begins to die.

It is true that cigarette smokers need cigarettes. Of course they do not actively choose to harm themselves and others, but they are forced to do so because of their dependence on the strong and fast-acting stimulant called nicotine. In other words, they can't do without it. People who smoke frequently claim that smoking makes them feel calm and soothes their nerves, but this is a physiological impossibility, not a real effect at all. Actually it appears to be the psychological consequence of satisfying a need because cigarettes, like coffee and tea, are arousing agents and they make people more nervous, not less.

A. Guess the meanings of the words in *italics* and complete the sentences below.

1. When you *inhale* something, you _____
2. Cigarette manufacturers try to *eliminate* the tar. That is, they try to _____
3. If something is *permanent*, it _____
4. If the brain is *oxygen-starved*, it doesn't _____
5. If you have *dependence* on something, you _____
6. *Nicotine* is a _____

B.

1. Line 12, 'they' refers to _____
2. Line 18, 'they' refers to _____

C.

1. What kind of smokers can have throat cancer?

2. What can reduce the tar in cigarettes?

3. Why will a person probably feel more nervous when he smokes?

MICROSCOPIC ORGANISMS

In the seventeenth century, Antonie van Leeuwenhoek was the first person to see tiny organisms with a microscope. He called them animalcules. Later, scientists in the eighteenth and nineteenth centuries named these animalcules bacteria and protozoa. This was the beginning of the sciences of Bacteriology and Protozoology, the studies of microscopic organisms. Bacteriologists and protozoologists have studied these organisms for many years, but they find it difficult to classify them.

Scientists cannot classify some of these microscopic organisms in the plant or animal kingdom, so they put them into another kingdom, protists. Some protists are like animals. They do not have chlorophyll, and they cannot make their own food. These protists get their food from other organisms.

Other protists are like plants. They have chlorophyll, and they can make their own food. They usually live in water. Both animal and plant-like protists provide food for other plants and animals that live in the water. Many protists are single-celled organisms. They have only one cell. Others, however, are multicelled. They have many cells. Because these organisms are neither plants nor animals, scientists put them in another kingdom.

Bacteria are also difficult to classify in the plant or animal kingdoms. They have only one cell, but the cell does not have a nucleus. It contains only a cell membrane and a cell wall. Bacteria cannot make their own food. They must get the food from other organisms. Some bacteriologists classify bacteria separately in the monera kingdom.

Another microscopic organism is the virus. It is much smaller than protists or bacteria. Scientists can see it only with the electron microscope. A virus is not a cell. It is simpler than a cell. It does not have a cytoplasm or a nucleus. It has a cover of protein, and inside the protein, there is reproductive material. This reproductive material helps the virus reproduce. It makes more viruses.

The virus reproduces only when it is inside another cell. When it enters another cell, it begins to reproduce. It makes more and more viruses inside the cell until the cell breaks open and the viruses go into other cells. For this reason, scientists have difficulty classifying it as living or non-living. Outside another cell, the virus is inactive. It does not become active and reproduce until it enters another cell.

Although we cannot see them, microscopic organisms are everywhere. They are an important part of life on the earth. It is difficult to classify these organisms, because they are different from other plants and animals. Some of them have chlorophyll like plants, and others do not. Some of them are not complete cells. Bacteria do not have a nucleus, and viruses do not have cytoplasm. To help classify microscopic organisms, some bacteriologists have added two more kingdoms: the protists and the monera.

A. Mark the best choice.

1. Which of the following is the main idea of this article?

- a) It is difficult to classify microscopic organisms.
- b) Microscopic organisms are very small.
- c) Viruses cause many dangerous diseases which doctors cannot cure.
- d) Some protists are like animals and some are like plants.

2. Mark three reasons why microscopic organisms are difficult to classify.

- a) Some are not like either plants or animals.
- b) Some are plants because they have chlorophyll.
- c) Some are not complete cells.
- d) Some are animals and cannot make their own food by photosynthesis.
- e) Some have different shapes.
- f) Scientists are not sure if some are living or non-living.

B. Guess the meanings of the following words :

1. 'Bacteriology and Protozoology' (line 5): _____

2. 'single-celled' (line 17): _____

3. 'reproduce' (line 31): _____

4. 'inactive' (line 36): _____

C.

1. Line 8, 'them' refers to _____.

2. Line 10, 'they' refers to _____.

3. Line 11, 'They' refers to _____.

4. Line 18, 'Others' refers to other _____.

5. Line 22, 'It' refers to _____.

D.

1. How many kingdoms of organisms does the writer mention? Write their names.

2. What is the difference between the animal-like protists and the plant-like protists?

3. What is the similarity between them?

4. In what ways are bacteria and viruses different?

a) _____

b) _____

ROLLER-SKATING TAKES OFF

Every weekday morning mechanical engineer John Buchan, 23, puts on a suit and tie and roller-skates seven miles across San Francisco to his office. He is not alone. In Los Angeles, the famous singer Linda Ronstadt once skated to a dinner party. In New York's Central Park, people wait in line to rent skates on weekends. And on Tuesday nights city skaters join in "Nightskates", a two-hour trip through the park.

The new interest in roller-skating is the result of a new kind of skate which has polyurethane wheels. These wheels make skating very easy. However, the new skates are expensive, so many people prefer to rent them.

As well as providing transportation and fun, roller-skating is also becoming an organised sport. Today the U.S. Amateur Confederation of Roller Skating has about 40,000 members. National teams of roller skaters will compete in next year's American Games and skaters hope that skating is going to be a part of the Olympic Games in the near future.

A.

1. What is different about John Buchan?

2. What are the characteristics of the new roller-skates with polyurethane wheels?

a) _____

b) _____

B. Mark the statements as True (T) or False(F).

_____ 1. Every Tuesday there is a roller-skating trip through New York streets.

_____ 2. A lot of people think roller-skating is a sport because it provides transportation and fun.

_____ 3. Roller-skating hasn't become an international sport yet.

C. Mark the best choice.

The title 'ROLLER-SKATING TAKES OFF' means _____

- a) the new roller skates are very fast
- b) it takes a long time to rent skates on weekends
- c) many famous people like roller-skating
- d) roller-skating is becoming popular

LEARNING ABOUT MARS

(by Dr. Ken Grady, 1980)

People have always been quite excited about details on Mars because Earth and Mars have many characteristics in common. Just like Earth, Mars turns around itself. It takes Mars twenty-four hours, thirty-seven minutes and twenty-seven seconds to complete one turn, so the day on Mars is a bit longer than ours. Besides, both planets have similar seasons. Because of these similarities, astronomers were quite sure that there was life on Mars.

In 1877, with the help of improved telescopes, astronomers saw two tiny objects around Mars. Even serious astronomers said these two very small objects were spacecraft. In fact, they were two moons in orbit around Mars. In the same year, Schiaparelli, a well-known astronomer of the time, drew a map of Mars. Although this was not the first map of Mars, it created a lot of interest among astronomers. The map showed lakes, seas and forests. It also showed narrow lines. Schiaparelli called these lines *canali* in Italian. The correct English word for *canali* is channels, but it came into English as canals (which means man-made waterways). Because of this mistake people thought that there were living things on Mars and they built these canals to carry water from one place to another.

In 1965 the spacecraft Mariner 4 flew past Mars. It did not land on Mars, but it sent Earth twenty-two photographs. They gave a good idea of the surface of Mars - a place full of craters and high areas of volcanic rock. Then in 1971, Mariner 9 discovered four volcanoes on Mars. They were much larger than the volcanoes here. The largest one, Olympus Mons, was 25 kilometres high and 500 kilometres from side to side.

In 1976, two spacecraft, Viking 1 and Viking 2, landed on the surface of Mars. Radio signals from Earth controlled the two spacecraft. Viking 1 and Viking 2 could feel and control their environment. They could also do self-repair. That is, when there was a problem with a part of the spacecraft, they could repair the damage themselves.

Viking 1 left Cape Canaveral, Florida, for Mars on August 20, 1975. It travelled around the sun and it took eleven months to complete its trip of almost 1,000 million kilometres. It was very difficult for Viking 1 to find a safe landing place because of the strong winds and the rough rocky surface of Mars. Finally on July 20, 1976, it landed safely on Mars. And Viking 2 landed on Mars on September 3, 1976.

- 40 The two Vikings sent a lot of new information to Earth. For example, they discovered the existence of the gases krypton and xenon in the Martian atmosphere. (Astronomers already knew about carbon dioxide, water vapour, oxygen, nitrogen and argon).

- 45 Astronomers feel that many more important discoveries about Mars are possible. They expect to find some form of life there in the future. In my opinion, they won't know that for sure until they go to Mars.

A.

1. Line 5, 'both planets' refers to _____.
2. Line 17, 'this mistake' refers to _____.
 - a) using the English word canals for the Italian word *canali*
 - b) building canals to carry water
 - c) using the English word channels
 - d) drawing a map of Mars
3. Line 24, 'here' refers to _____.
 - a) the surface of Mars
 - b) in Mariner 9
 - c) on Earth
 - d) the four volcanoes on Mars
4. Line 9, 'tiny' means _____.
5. Line 30, 'They could also do self-repair'.
In other words, _____.
 - a) there were problems in the spacecraft
 - b) they could repair the damage themselves
 - c) they could control their environment
 - d) they had difficulty in repairing the damage

- B. Match the items in the two columns. In column B, there are more items than you need.

A

- ___ 1. the name of a volcano on Mars
- ___ 2. the reasons for the landing problems of Viking 1 on Mars
- ___ 3. what Schiaparelli's map of Mars showed
- ___ 4. what controlled Viking 1 and Viking 2
- ___ 5. the departure and arrival dates of Viking 1
- ___ 6. the names of the new gases in the Martian atmosphere
- ___ 7. how long it takes Mars to complete one turn around itself

B

- a) man-made waterways
- b) August 20, 1975 - July 20, 1976
- c) craters and high areas of volcanic rock
- d) twenty-four hours, thirty-seven minutes, twenty-seven seconds
- e) krypton and xenon
- f) about 1,000 million kilometres
- g) lakes, seas, forests and narrow lines
- h) carbon dioxide, water vapour, oxygen, nitrogen and argon
- i) Olympus Mons
- j) August 20, 1975 - September 3, 1976
- k) strong winds and rocky surface
- l) the two moons in orbit around Mars
- m) radio signals from Earth

- C. Mark the statements as True (T) or False (F).

- ___ 1. The day on Earth is shorter than the day on Mars.
- ___ 2. Astronomers were interested in Schiaparelli's map because no one had made a map of Mars before 1877.
- ___ 3. It took Viking 1 almost a year to reach Mars.
- ___ 4. In the text, Dr. Grady gives the names of four spacecraft which landed on Mars.
- ___ 5. Astronomers have not lost their hope to find life on Mars.

PIRATES

Pirates were people who attacked and robbed ships on all oceans of the world. They were sea robbers or bandits and have been called by many other names such as: buccaneers, corsairs, fillbusters, freebooters, landrones, picaroons, and rovers.

Pirates existed for about 200 years, from the 16th to the 18th century. They used to attack and capture ships for the valuable cargo, leave their ships to break into homes in coastal towns, carry away valuables, take people to their ships by using force, and organize powerful groups to get large amounts of ransom, which was paid to free a captured person.

Probably most people have romantic ideas about pirates. The movies and some famous books such as *Treasure Island* by Robert Louis Stevenson and *Captain Blood* by Rafael Sabatini have helped to create a romantic picture of pirates. The pirate in films and books is a cavalier, a good-looking gentleman, with a beard or moustache, gold earrings and a large hat or turban. He usually has a sword or a sharp dagger in his belt and a pistol or gun in his hand.

In reality, pirates were not romantic at all. Often they were desperate, violent and dangerous, people who drank a lot and dressed very badly in rags and wasted food and money. They were people who did not like the situation of their home society and, therefore, rebelled and fought against the government. The police looked for them everywhere because they were outlaws, i.e., people who committed crimes and hid from the authorities. Most pirates did not live long.

A kind of democracy often existed among pirate groups. They elected, or chose their own captains and prepared rules and regulations to use when they were doing business.

During the 1600's and 1700's there was a lot of piracy along the American coasts and in the West Indies. The great treasure ships of Spain which carried gold and silver from Spanish colonies to Europe were frequently attacked and the valuables were stolen by pirates.

But there were also times when the American government asked for the help of pirates. Many of the American pirates became privateers during the American War for independence. The pirate, Jean Lafitte, for instance, became a privateer and helped American military forces to protect New Orleans in the War of 1812.

Among the men, some famous pirate names in history are: Barbarossa, Ali Pichinin, Henry Morgan, Captain Kidd, "Black Bart" (Bartholomew Roberts), "Blackbeard" (Edward Teach) and among the women: Anne Bonney and Mary Read.

A. Skim and scan the passage for detail. Fill in the blanks with information from the article.

- Pirates were seen on the oceans of the world for about _____ years.
- We can read about the romantic pirates in books like _____ and _____.
- People who watched films about pirates think that a pirate wore _____ and had _____ in his hand.
- Pirates used to sail in the West Indies as well as _____.
- One of the pirates who became a privateer was called _____.
- Anne Bonney was a _____.

B.

- Line 10, 'a captured person' probably means someone who _____.
 - is paid
 - is taken by using force
 - organizes powerful groups
 - attacks ships
- Line 9, 'ransom' probably means _____.
 - money
 - a ship
 - a cargo
 - people
- Line 7, 'coastal towns' probably are towns _____.
 - which have valuables
 - where pirates live
 - which are close to the sea
 - which are attacked
- Line 20, 'rags' are probably _____.
 - places where pirates used to sleep
 - ugly clothes
 - a kind of drink
 - a kind of food

5. Line 21, 'rebelled' means _____.
- fought against something
 - looked for something
 - hid
 - died
6. Line 23, 'outlaws' are probably people who _____.
- try to escape from the police
 - die early
 - are policemen
 - waste money
7. Line 29, 'treasure ships' probably are ships that _____.
- carry valuable goods
 - sail from Spain to Europe
 - are attacked by pirates
 - transport food to colonies
- C. Put a tick (✓) next to the item which you think describes a real pirate in the text.
- ☐ 1. picaroon
 - ☐ 2. bandit
 - ☐ 3. well-paid by the government
 - ☐ 4. good-looking gentleman
 - ☐ 5. a woman as well as a man
 - ☐ 6. romantic
 - ☐ 7. military force
 - ☐ 8. dangerous
 - ☐ 9. sometimes a privateer
 - ☐ 10. spent a lot of money

GEOHERMAL ENERGY

It gets hotter and hotter as you go down towards the centre of the earth. This heat is geothermal energy. In some places the temperature increases as much as 40°C per kilometre, and this is a very good 'heat gradient'. A normal heat gradient is 25°C per kilometre. Often if you make a deep hole in the ground, you will find hot water deep underground. For example, engineers drilled for hot water in Southampton, England. At 1500 metres they found water at 60°C. There is enough hot water there to heat a thousand houses for thirty or forty years.

In some places you do not have to drill to obtain geothermal energy. This is because hot water and steam are already coming out of the ground. The most famous examples of this are in California (USA), New Zealand, Italy and Iceland. In these places the water and steam are very hot. It is hot enough to heat most of the capital of Iceland, Reykjavik, or to drive, i.e. provide the power to work, electric generators in California.

There is not always hot water deep down, but there is often very hot dry rock. Of course, we want to use this heat, but can we get it out? In Los Alamos, USA, scientists are trying to do this. They are drilling down to the hot rock. Then they are going to break the hot rock. They will then send cold water down to the bottom, and it will get hot there. This hot water will return to the top through another hole. The hot water will be useful for making electricity or heating houses.

Geothermal energy will never be an important source of energy. But there are many places where it can be very useful.

A.

1. Line 13, 'these places' refers to _____.
- Iceland and Reykjavik
 - California, New Zealand, Italy and Iceland
 - Italy and California
 - New Zealand, Italy and Iceland

2. Line 21, 'it' refers to _____.

3. Line 25, 'it' refers to _____.

4. Line 6, 'drilled' means _____.

- a) found hot water
- b) increased the temperature
- c) made holes in the ground
- d) heated the houses

5. Line 15, 'drive' means _____.

B. Mark the statements as True (T) or False (F).

- _____ 1. 25°C per kilometre is a very good heat gradient.
- _____ 2. There is enough geothermal energy in the world to use instead of oil.

C. Find the sentence in the passage which gives the following information and write it down.

It is possible to get geothermal energy without drilling in certain places.

D. Mark the best choice.

1. In Los Alamos, scientists _____.

- a) are trying to heat the underground rocks
- b) want to use the heat of the underground hot dry rock
- c) cannot drill down to the hot rock
- d) have found hot water

2. Which of the following is true?

- a) They make electricity from geothermal energy in California.
- b) In England, engineers haven't found any hot underground water yet.
- c) You can always find hot water deep underground.
- d) In Los Alamos, scientists will send hot water to the bottom.

BALI

Bali is a beautiful island of mountains, forests and rice fields. It is also an island of artists. Almost everybody there is an artist of some kind. The people work all day at home, in the fields or in their boats, but in the evenings they make music, dance, paint or carve things out of wood and stone. There are thousands of temples in Bali, and there are festivals at these temples when people die, or get married, or when a child is born.

Until the 1950's the Balinese people did not worry about the outside world. For them Bali was the whole world. But in the 1950's tourists began to visit Bali, and since then tourism has become big business there. So the people have begun to sell their art to tourists. These days the Balinese produce more and more things for tourists; they make fewer things for their temples. They have less time for their gods, so there are fewer festivals.

Every year more tourists bring more money to the island. They also bring new ideas and a new way of life. The Balinese need money, and they need new ideas. Nowadays too many people live on the island, and they need to buy food and other things from abroad. The Balinese know that if fewer tourists come to the island, there will be less money, too. But they also know that if there are too many tourists, the Balinese way of life will change too quickly. So the authorities are trying to organise and control tourism very carefully. Bali should change; but they want to make sure that it changes for the better, not for the worse.

A.

- 1. Line 2, 'there' refers to _____.
- 2. Line 9, 'them' refers to _____.
- 3. Line 15, 'They' refers to _____.
- 4. Line 20, 'they' refers to _____.
- 5. Line 23, 'it' refers to _____.

B. What do the following words mean?

- 1. 'whole' (line 9)
 - a) part
 - b) unusual
 - c) different
 - d) complete

2. 'produce' (line 12)

- a) make
- b) deliver
- c) cause
- d) include

3. 'abroad' (line 18)

- a) salesmen
- b) other countries
- c) customers
- d) one's own country

C.

1. What do the Balinese people do in their free time?

2. When did the Balinese people begin to worry about the outside world?

3. Why do the Balinese have less time for their gods?

4. Why do the Balinese need tourists?

5. What will happen if tourists stop coming to Bali?

6. Why don't the Balinese authorities want too many tourists?

LIFE IN SPACE

Hopes of finding life on other worlds have been raised by Canadian astronomers. Their observations of nearby stars have shown that half of them may have planets.

5 The discovery, announced at a recent meeting of the American Astronomical Society, provides important support for scientists who believe that planetary systems, and life, are common in our galaxy.

"These observations suggest that half our galaxy's 100,000 million stars have planets - and that means we must have a good chance of finding life 'out there'," said Professor Archibald Roy of Glasgow University.

10 The research, carried out by Dr. Bruce Campbell of the Dominion Astronomical Observatory, Victoria, and Dr. Gordon Walker and Dr. Stephenson Yang of the University of British Columbia, Vancouver, employed a new astronomical measuring technique called high-resolution spectroscopy.

15 In the past, the search for other worlds has been limited by two factors. First, planets are tiny, i.e. very small, objects compared with stars; for instance, the sun, a typical star, is 300,000 times more massive or larger than the earth. Second, planets do not shine but only reflect (give back) light from stars.

20 But Dr. Campbell and his colleagues solved this problem by using high-resolution spectroscopy to measure variations in a star's light. Small differences in a star's light showed that unseen planets pushed and pulled the stars out of their paths, in other words, their ways.

25 The astronomers' results, published in the *Science* magazine showed that, of 16 nearby stars, two - Epsilon Eridani and Gamma Cephei - were definitely being affected by large bodies in orbit round them. Of the rest, five or six also appeared to have unseen companions.

30 The astronomers calculate that these unseen objects must be several hundred times more massive than Earth. However, they are almost certainly planets.

35 "There are about 100,000 million stars in our galaxy and about one fifth are stable; that is, unchanging and cool like our own sun." said Professor Roy. "Now it seems about half also have planets. That leaves us with 10,000 million stars which might have life on them. It's very encouraging."

Further evidence should follow, because in a few years two important space projects - the Space Telescope and a European satellite called Hipparchus - will be introduced. Both will increase scientists'

- 40 powers to find out minute variations in stars' motions caused by orbiting planets.

In addition, a programme called the Search for Extraterrestrial Intelligence (SETI) will concentrate on studying radio waves from stars which may have life-supporting planets.

- 45 Today, many scientists believe that by the end of the century we may have an accurate answer to the fundamental question: are we alone?

*companion: anything that forms a pair with another thing.

A.

1. Line 2, 'Their' refers to _____
2. Line 3, 'them' refers to _____
3. Line 30, 'they' refers to _____

B.

1. Line 15, 'high-resolution spectroscopy' is _____
2. Line 17, the word 'tiny' is the opposite of _____
3. Line 19, 'massive' means _____
4. Line 20, 'reflect' means _____
5. Line 24, 'paths' means _____
6. Line 33, 'stable' means _____

C.

1. How many stars are there in our galaxy?

2. Which are bigger, stars or planets?

3. Give the names of the two stars mentioned in the article.

4. What are the two important space projects mentioned in the article?

5. The fifth paragraph is mainly about the differences between _____

D. Write down the sentence in the passage that gives the following information.
About 20,000 million stars of our galaxy have characteristics similar to those of our sun.

E. Write (F) for the sentence expressing a fact and (O) for the one expressing an opinion.

1. Slight differences in a star's light show that unseen planets in orbit round the star push and pull it out of its way.
2. Today many scientists believe that by the end of the century we may have an exact answer to the fundamental question: are we alone?

83

NICE NOT EASY

Alison Bray takes a spot of French leave.

Every year thousands of girls from all over the world drop everything in their home country to become au pairs abroad.

- 5 A need to improve language skills, discover other cultures, or simply find some independence are the most common reasons, but most have little idea of what is waiting for them.

When I landed in Nice last February, I was as green as the England I left behind. I was to work for a family in the "Nouveau Riche" mould just outside Nice and my contract stipulated caring for the children and "petite aide ménagère" (light housework).

- 10 I found, in fact, all the housework in the large villa was my responsibility.

- 15 A typical morning's work would involve washing and dressing the five-, seven- and nine-year-old children, preparing them for school, washing up the breakfast things, making the beds (to army standards), tidying their rooms and play rooms, cleaning and making the fire, vacuuming and washing either the upstairs or downstairs floor surfaces, polishing ornaments and all wood, cleaning the toilets and bathrooms, taking out and feeding the dog, setting the table and preparing part of the lunch.

- 20 The chores steadily mounted each week, so I was usually working from 7 a.m. until 9 p.m. with a two-hour break after lunch, six days a week, for £140 a month.

Despite Mme. H. agreeing on my contract: that I would have "une vie de famille," I could not eat without her permission (she even locked

25 away some things). I had to drink cheap sterilised milk rather than their "biological" milk and was left work on my day off.

She would not wash my black or coloured clothes, I was refused a key, and only allowed one evening off a week... if I returned by 10 p.m.

30 Talking to other girls, I was convinced this was not right. After six weeks I announced I was going. Neither my agency in England nor Nice was ever of any help.

35 The agent in Nice, at one stage, threatened me, believing my employer in preference to me: not surprising as they collected a nice fee for each new girl introduced.

I found my last family through a friend and spent three very happy months with them, living above their patisserie.

40 If you want to au pair, it is worthwhile using an agency if only to have the chance of meeting others through a language school, which they organise.

Some countries require a visa.

And, by the way, boys have been known to work as au pairs.

A. Mark the best choice.

1. Line 4, 'most' refers to most _____.

- a) cultures b) language skills c) reasons d) girls

2. Line 34, 'they' refers to _____.

- a) the girls b) the agent in Nice c) the family d) the agent in England

B.

1. What are the advantages of being an au pair abroad?

- a) _____
b) _____
c) _____

2. Write two things that Mme. H. didn't let Alison do.

- a) _____
b) _____

C. Mark the statements as True (T) or False (F).

- ____ 1. For the first family Alison only looked after the children and did some light housework.
____ 2. Alison had to work twelve hours a day, seven days a week.
____ 3. Alison changed families after about six weeks.
____ 4. The second family was not very kind.

THE OLYMPIC MARATHON

Sport is full of wonderful moments, but perhaps nothing is as exciting as the finish of the marathon. It is the longest, hardest race of all. The name 'marathon' comes from a village in Greece. A famous war was fought there in the year 490 BC. When the Greeks won the war, a soldier ran all the way from Marathon to Athens (more than 40 km.) to tell the people the good news. The organisers of the first modern Olympic games in 1896 decided to include the marathon in the games so that this event would not be forgotten. The marathon has been a race since then.

10 At first the Olympic Games were part of a festival. The Greeks had this festival once in every four years in Olympia. Athletes from Greece, Cyprus, Sicily, etc. went there to participate in the games. These games were very important to the Greeks. They even stopped their wars for them.

15 The modern Olympic Games were started again in 1896 in Athens. However, only 300 athletes from 12 countries went there to participate in the games. Since then, of course, the games have become much more popular. Only male athletes participated in the early Olympic Games. In the 1923 Olympics in Amsterdam an important change took place.
20 Female athletes participated for the first time.

We all know that only amateur athletes can participate in the Olympic Games. An amateur is someone who doesn't earn any money from sport. But today it is difficult to say who is an amateur and who is not. It is true that Olympic athletes never earn as much money as professional sportsmen. But they are often students or teachers of a sport and have to spend a lot of time training. Their governments pay for their training, travel and pocket-money, because they want them to win. Some people think that this changes the Olympics. They feel that the games are now a political marathon.

A. What do these words refer to?

1. 'it' (line 2): _____
2. 'there' (line 12): _____
3. 'them' (line 14): _____
4. 'there' (line 16): _____
5. 'then' (line 17): _____
6. 'they' (line 25): _____

B. Mark the best choice.

1. The word 'marathon' was first used for a _____.
 - a) war
 - b) story
 - c) place
 - d) race
2. The 'marathon' race was included in the modern Olympic Games to remember that _____.
 - a) the Greeks had a war in Marathon
 - b) the distance between Marathon and Athens was run by a Greek soldier
 - c) there was a race called 'marathon' in the early Olympic Games
 - d) the Olympic Games were started in Marathon
3. Some people think that the games are now a political marathon because _____.
 - a) olympic athletes earn a lot of money
 - b) the governments spend money on their athletes
 - c) olympic athletes spend a lot of time preparing for the games
 - d) only amateurs can participate in the games

C.

1. (Lines 5-6) '...a soldier ran all the way from Marathon to Athens to tell the people the good news.'

What was the good news?

2. How long has the marathon been a race in the Olympics?

3. How many countries participated in the first modern Olympics?

4. How long have there been female athletes in the Olympics?

THE TECHNOLOGICAL REVOLUTION

From the invention of the first stone tools to today's complex computers, man has developed the power to change the world around him. Computer technology could be taking over our economic life.

On the farm, modern tractors and threshers have taken the place of field workers. With their help one man can plant and harvest enough wheat and corn to feed thousands of people. In addition, farmers have been using computers to process information about soil chemistry, insect control and plant genetics. By the year 2000, much of the food we eat could be the result of these new machines.

In business, computers do the job of the accountants and secretaries. In minutes, office computers type out hundreds of letters and, by satellite transmission, send out bills to customers around the world. Business managers use computers to collect huge amounts of information and, in seconds, to do calculations beyond the power of the human brain. In the future, the most important decision-maker might be the computer, not the company executive.

In industry, computerized robots have replaced many workers on factory assembly lines. Because technology supplies the muscle power, workers are free to use their brain power to make new discoveries. In the automobile industry, computer graphics help engineers design the shape of the car and calculate the size of engine parts.

The human brain has not changed in size in the past 100,000 years. However, man was able to invent hand tools, then the steam engine and now the computer. Man has used his brain to create 'intelligent machines' to do his work for him.

A. Mark the statements as True (T) or False (F).

- _____ 1. The invention of the tractor and thresher has resulted in more jobs for farm workers.
- _____ 2. The computer solves mathematical problems that man can't.
- _____ 3. Computer graphics help engineers design parts of cars.
- _____ 4. The human brain has increased in size in the past 100,000 years.

B.

1. For which purpose have farmers been using computers?

2. What is the function of computers in the field of business?

3. What is one advantage that the computerized robots provide for workers?

C.

1. Line 3, 'him' refers to _____

2. Line 5, 'their help' refers to the help of _____

3. Line 19, 'their' refers to _____

MANCHESTER

The City of Manchester is situated in the heart of a huge industrial area of Lancashire. For centuries this inland city has been the centre of the cotton trade. Cotton is not grown in Lancashire, of course, but it is made into cloth there, and the finished material is exported all over the world. All around Manchester are many smaller towns where the cotton industry has developed and where soap, chemicals, dyes, rubber goods and paper goods are manufactured. Manchester itself is now famous not only for the production of machinery of all kinds, but as a great trade centre of England, second only to London.

It was not always so. Until the building of the Manchester Ship Canal the cotton goods had to be transported to Liverpool, over thirty miles away, and there loaded onto cargo ships which carried them all over the world. Naturally, this increased the cost of the goods and reduced the profits of Manchester's trade.

Why is this no longer necessary? Because this famous canal goes all the way from Liverpool to Manchester, a distance of thirty-five miles. It is wide and deep enough to carry large ships easily and safely. It has transformed Manchester from an inland city into one of Britain's greatest ports. Huge docks and warehouses, stores and factories have sprung up along its banks (sides) and, every hour of the day and night, great ships from all over the world are loading or unloading cargo at the port.

The Ship Canal was opened to traffic on January 1st, 1894. It is a very good example of engineering skill and perseverance.* Five railway lines crossed the route chosen for the canal and bridges had to be built for them. Rivers and streams also stood in the way. They could not be allowed to flow into the canal because they would have interfered with the water-level. These were only a few of the problems the engineers had to solve.

At last, however, the work was finished. On January 1st, 1894, seventy-one ships sailed for the first time from the mouth of the River Mersey where Liverpool stands, right up to the City of Manchester. On May 21st of the same year Queen Victoria herself sailed up this wonderful waterway to perform the official opening ceremony.

*perseverance: continuing firmly in spite of difficulties

1. The City of Manchester is _____.
 - a) surrounded by a large agricultural area
 - b) on the mouth of the River Mersey
 - c) more than thirty miles away from Liverpool
 - d) in Yorkshire
2. The people living in Lancashire are mainly employed in _____.
 - a) growing cotton
 - b) working on the railway
 - c) sailing ships up the canal
 - d) working in factories
3. Lines 8-9, 'A great trade centre, second only to London' means that Manchester _____.
 - a) is not so large in area as London
 - b) has a smaller population than London
 - c) is the most important city for buying and selling goods after London
 - d) has fewer factories than London
4. Before the Canal was built, Manchester's export cotton goods were _____.
 - a) sent to London
 - b) sent to all the smaller towns nearby
 - c) carried in large ships to Liverpool
 - d) transported to Liverpool to be loaded on ships
5. Which of these statements is true?
 - a) Queen Victoria's ship was the first to sail up to Manchester.
 - b) The Manchester Ship Canal is about fifty-three miles long.
 - c) The port can be used only during daylight.
 - d) There are many industrial towns in Lancashire.
6. Lines 23-24, 'It (the canal) is a very good example of engineering skill and perseverance' means that _____.
 - a) the engineers who built it were so skilful that they found the work easy
 - b) the engineers worked hard until they were skilful
 - c) anybody who wants to build a canal must use this as their model
 - d) the engineers who built it were skilful and they managed to deal with the serious problems they met

7. The Manchester Ship Canal is very beneficial to the city because _____.
 - a) it allows large ships to sail into the port of Manchester
 - b) it was opened in 1894
 - c) it is thirty-five miles long
 - d) it has five railway bridges over it
8. Liverpool _____.
 - a) is an inland city
 - b) is nearer the sea than Manchester
 - c) is famous for its cotton-mills
 - d) was not a port until 1894
9. Line 12, 'them' refers to _____.
10. Line 20, 'its' refers to _____.

'SEN' OR 'SIZ'?

What do you call your parents? Mother? Father? Mum? Dad? Or do you call them by their first names? These days, many young children call their parents, and their parents' friends, by their first names. However, in many countries this kind of familiarity is very impolite, and as a result many of the older people become uncomfortable.

In some languages, such as French and Turkish, there are two forms for the word 'you'. In Turkish, 'sen' is the informal form and 'siz' the formal. In French, the familiar word is 'tu' and the more formal one is 'vous'. In English, there is only one form, 'you', although a few hundred years ago there was also the formal expression 'thou'.

In Turkey and France, the two forms of the word are part of everyday life. In both countries it is often unacceptable for an older person to be called by the word 'sen' or 'tu' when he is talking to a younger person, but the young people usually use the informal form when they are talking to each other. In France, the change from 'vous' to 'tu' shows a change in the relationship - from a formal one to an informal one. English speaking people - Australians, Americans and the British - never have this difficulty because they don't have another choice.

A. What do the following refer to?

1. 'them' (line 2) : _____
2. 'their' (line 3) : _____
3. 'the word' (line 11) : _____
4. 'both countries' (line 12): _____
5. 'they' (line 18) : _____

B. Mark the statements as True (T) or False (F).

- _____ 1. In many countries calling older people by their first names is impolite.
- _____ 2. Two forms of the word 'you' exist in most languages.
- _____ 3. English speakers have to choose between the two forms of the word 'you'.

C.

1. When was 'thou' a part of the English language?

2. When is it acceptable to use the informal form of 'you' in Turkish and French?

3. How does a relationship change when a French speaker uses 'vous' instead of 'tu'?

VIVE LA DIFFERENCE!

There are more than 150 countries in the world. Some of them are very big, with millions of people. Others are smaller than some cities, with only a few thousand people. People in different countries have their own customs (i.e. social habits), traditions, languages and beliefs. There are, of course, very obvious differences. A visitor immediately sees what people look like, the different money they use and the different food they eat. However, there are some differences you cannot see immediately. You learn about these when you get to know the people of the country well.

One difference between different countries is the way people greet their friends. In France, for example, people kiss one another on both cheeks. In Britain, people usually only kiss close friends and relatives, and only shake hands with people they meet for the first time.

There are also a lot of different customs linked with eating. For instance, in many countries people say something to each other before they start eating, such as 'Guten Appetit', but in Britain this is not the custom. In the United States people cut their meat into small pieces before they start to eat, and then they eat only with a fork. In Germany, it is impolite to cut potatoes with a knife, and in many countries people don't eat with knives or forks at all.

What people do in their spare time in the evening or at the weekend can also be very different. Sport is an example of this. Cricket is a popular sport in Britain but not in the rest of Europe. People race camels in Saudi Arabia and watch Sumo wrestling in Japan.

All these differences between countries make travel interesting.

A. What do the following refer to?

1. 'Others' (line 2): other _____
2. 'these' (line 8): _____
3. 'this' (line 16): _____
4. 'their' (line 21): _____

B. Mark the following statements as True (T) or False (F).

- _____ 1. There are more than 150 large countries* in the world.
- _____ 2. Social habits, traditions, languages and beliefs change from country to country.
- _____ 3. British people do not kiss people they meet for the first time.

- ___ 4. In the United States, a knife is never used during a meal.
- ___ 5. There are countries where people eat without knives and forks.
- ___ 6. Cricket is popular in all European countries.
- ___ 7. Travelling is interesting because of the differences between countries.

C.

1. Which three differences between countries are easy to see?

- a) _____
- b) _____
- c) _____

2. Three differences between countries cannot be seen immediately. These are the differences in:

- a) _____
- b) _____
- c) _____

3. What is the main idea of this passage?

TORNADOES

The great power of tornadoes is almost unbelievable. The speed of this whirling funnel-shaped wind may be more than 800 kilometres per hour. Like a giant vacuum cleaner, it sucks up anything in its path.

There are many interesting stories about the strange things that tornadoes have done in the United States. Common wheat straw has been driven several centimetres onto posts and trees. Buildings have been turned completely around on their foundations and have remained intact. People and animals have been carried hundreds of metres, often suffering no physical harm. Feathers have been removed from chickens. Cars, trucks, and even whole freight trains have been carried away.

Fortunately, a tornado does not last long, about 20 to 30 minutes on the average. Usually, it destroys an area about 26 kilometres long, and the great damage that it does in one place lasts only about 30 seconds. Tornadoes normally occur on hot, humid days but not necessarily in the summer. The biggest and most destructive tornado in the United States struck on March 18, 1925. Roaring along at a speed of 96 kilometres per hour, it swept clean a path 2 kilometres wide across the states of Missouri, Illinois, and Indiana. In its 354-kilometre long journey across these three states, the tornado killed 689 people.

More than 200 tornadoes strike in the United States every year. It is not possible to predict when a tornado will strike although the U.S. Weather Bureau gives storm warnings when conditions are right to cause a tornado. The safest place to be if a tornado seems likely is in some underground area such as a cellar or a basement.

A.

1. How long does a tornado last?

2. What weather conditions are suitable for a tornado?

3. What is the best place to hide in case of a tornado?

4. Give two examples of the damage tornadoes can cause.

B. Mark the statements as True (T) or False (F).

- ___ 1. The largest recorded tornado speed in the world was 96 kilometres per hour.
- ___ 2. Tornadoes occur only during the summer months.
- ___ 3. Tornadoes have enough force to move buildings.
- ___ 4. Fortunately, tornadoes do not occur in the United States frequently.
- ___ 5. The most destructive tornado to strike the United States took place in the spring.
- ___ 6. Meteorologists are still not very successful in their tornado predictions.

INDUSTRIAL MEDICINE AND SAFETY

People who work together often get the same diseases (illnesses). For example, lung cancer is common among asbestos workers and miners. Many people who work with X-rays get skin cancer. Most coal miners develop black lung disease after years of work in coal mines. These people probably get these diseases because of their work. In addition, accidents on the job may injure or kill workers. For instance, farm machines sometimes injure farm workers. Construction workers sometimes fall from buildings. These injuries can be fatal. People who work with electricity may get electric shocks. Fires sometimes kill fire fighters.

Many large companies employ both industrial doctors and safety engineers to protect workers from accidents and illness on the job. They do this in three ways. First, doctors study the workers and their diseases. They know that certain groups of workers often have the same diseases. At the same time, safety engineers study accidents and their causes. Second, doctors and safety engineers work together to change the machines or the job because they want to prevent accidents or illnesses. Third, they educate workers about the dangers of their jobs. They teach the workers about safety on the job. Education is necessary for prevention.

There are many causes of accidents and illness at work. Chemicals, noise, and radiation are a few. For example, gases in mines cause accidents and poison miners. Toxic chemicals, such as lead (Pb), mercury (Hg), and silica (SiO₂), made people sick in the past, and they make people sick today. In addition, there are new chemicals, and some of them are toxic. They harm the skin, the lungs, and other internal organs such as the heart, liver, or kidney. Industrial noise sometimes causes deafness. Many things in the workplace can cause illness or injury.

Industrial physicians and safety engineers often prevent these problems. After they find the causes, they plan and design new machines to prevent accidents in the future. They design different ways to store and transport toxic chemicals. They measure and control gases in the air. They set standards for work in dangerous situations. For example, airport workers must cover their ears near the airplanes outside. Some workers must wear protective clothing, like eye goggles, hard hats, and safety shoes.

After careful study, both doctors and safety engineers do many things to decrease the danger of injury and illness on the job. They make the work area a safe place.

A. Mark the best choice.

1. Lines 12-13, 'They do this' refers to _____.
 - a) Companies employ industrial doctors and safety engineers
 - b) Workers have accidents and illnesses at work
 - c) Industrial doctors and safety engineers study the causes of illnesses and accidents
 - d) Companies protect workers from accidents and illness
2. Line 22, 'a few' refers to _____.
 - a) causes
 - b) accidents
 - c) gases in mines
 - d) chemicals
3. Lines 26-27, 'They harm the skin, the lungs, and other internal organs such as the heart, liver, or kidney.'
When something harms you, it _____ you.
 - a) provides
 - b) heats
 - c) hurts
 - d) decreases
4. Lines 27-28, 'Industrial noise sometimes causes deafness.'
A person who suffers from deafness cannot _____.
 - a) see
 - b) speak
 - c) hear
 - d) walk

B. Mark the statements as True (T) or False (F).

- ___ 1. Coal miners and asbestos workers have health problems because of their work.
- ___ 2. Fatal accidents sometimes occur on farms and at construction sites.
- ___ 3. Safety engineers are interested in job-related diseases.
- ___ 4. Job-safety training can help prevent future accidents.
- ___ 5. Lead, mercury and silica are some of the new industrial chemicals.
- ___ 6. Safety engineers design new machines in order to find the causes of accidents.
- ___ 7. The storage and transportation of toxic substances are important in making the work place safe.
- ___ 8. Everybody who works in large companies should wear protective clothing.

LEARNING ABOUT COMPUTERS

A computer is a giant brain which can help us learn fast, work successfully, or just have a good time. It can also store, or keep, very large amounts of information for easy reference. The only way to learn to use a computer is to do so. But before we start, we should know what the different parts of a computer do.

The Basic Parts Of A Computer System

HARDWARE - The hardware is the computer machinery and consists of the following parts:

CPU - The CPU (central processing unit) is the heart of the computer. It contains the processor, which changes information into a form that we can understand, and the memory, which saves information you want to keep. The CPU consists of billions of on and off switches.

KEYBOARD - We put information into the computer using the keyboard. It has keys that look like those on a typewriter.

DISKS and DISK DRIVE - Most computers store information on disks, which look like records. We put the disks into a disk drive, which is connected to the CPU.

MONITOR - The monitor looks like a television screen. It shows either new information which we have typed or information which we have asked the computer to give us from the memory.

PRINTER - The printer prints any information which we choose to have on paper.

SOFTWARE - The software is the computer programme. A programme is a set of codes which tells the computer how to work, so we need different programmes to do different tasks. For example, some programmes can teach us French, and some are games. There are thousands of different programmes. However, it is not necessary to know how to programme a computer. This is the job of specialists. All we have to learn is how to use an existing programme.

A.

1. In what ways can a computer help us? (Write two.)

- a) _____
- b) _____

2. What does the memory do?

B. Mark the statements as True (T) or False (F).

- ___ 1. The computer machinery is called the software.
- ___ 2. The CPU consists of keys which are like the keys of a typewriter.
- ___ 3. We can see information on the monitor.
- ___ 4. The printer is a part of the CPU.
- ___ 5. There are computer programmes which can teach us a foreign language.
- ___ 6. Only a specialist can use a computer.

92

SEAT BELTS

Who has to wear a seat belt

Drivers or front seat passengers in most vehicles have to wear a seat belt. If you are 14 or over, it will be your responsibility to wear your belt. If you do not, you can be fined up to £50. The driver will not have to make you wear your belt. But he will have to make sure that children under 14 do not ride in the front if they are not wearing a seat belt.

A few vehicles have a middle front seat between the front passenger seat and the driver's seat; for example, a bench seat. Your vehicle may be one of them. If just one passenger sits in the front, he must wear a seat belt. But if two passengers sit in the front, the person sitting in the middle will not have to wear a belt.

When you do not have to wear a seat belt

You do not have to wear a seat belt on certain conditions. One of these is when you are backing your vehicle. Another is if you have a medical certificate. Certain people should not wear a seat belt because of their health. It may be worse for them to wear a belt than to be in a road accident without one. They will not have to wear a belt if they get a medical certificate from a doctor. If you think you are one of these people, go and talk to your doctor as soon as possible. Keep the certificate. If the police ask you why you are not wearing a seat belt, you should show them the certificate.

A.

- 1. Line 9, 'them' refers to vehicles with _____.
 - a) bench seats in the front and the back
 - b) a middle front seat
 - c) a middle seat in the back
 - d) a front passenger seat
- 2. Lines 18-19, 'these people' refers to people who _____.
 - a) are backing their vehicles
 - b) have road accidents without wearing seat belts
 - c) give medical certificates
 - d) shouldn't wear seat belts because of their health

B. Mark the statements as True (T) or False (F).

- ___ 1. It is a driver's responsibility to make all the front seat passengers wear seat belts.
- ___ 2. People who talk to a doctor don't have to wear seat belts.

93

JAMES DEAN

James Dean, the famous American actor, was not very tall - less than medium height - and had thick fair hair, and intense blue eyes. He was short-sighted - he couldn't really see anything without his glasses.

James came to Hollywood when he was eighteen, hoping to get into films. At first he was not at all successful and for a time he had to live on very little money. There were days when he only ate cereals, which he sometimes mixed with marmalade. Then he went to New York, the centre of live theatre in the United States. He got a part in a play and was seen by the great director, Elia Kazan. Kazan was planning the film *East of Eden* and realised Dean would be perfect for one of the main parts.

Dean was difficult to work with. He was also an eccentric person. He always wore the same overcoat and jeans, rarely shaved and had only one or two friends. He sometimes didn't talk to anybody for days. When he went to parties, he often brought his bongo drums with him. Then he sat in a corner, took off his glasses because he didn't want to see anybody, and played the drums all night without saying a word.

He went back to Hollywood to make *East of Eden* and then made two more films, *Rebel Without a Cause* and *Giant*. His co-star in the last film, Rock Hudson, later said "I didn't like Dean particularly. I

didn't like working with him, either. He was hard to be with. He was always angry and he never smiled."

Although he had poor eyesight, he loved riding on fast motorbikes and driving even faster sports cars. A few days after he finished *Giant*, on 25 September 1955, Dean went for a drive in his new Porsche. The sun was going down so the light was poor. And unfortunately, Dean was not wearing his glasses. Suddenly, he saw a car in front of him. It was slowing down to turn into a side road. Dean tried to slow down, too, but it was too late. He hit the car at high speed and was killed immediately.

Two German girls killed themselves when they heard the news because they believed it was impossible to live without him. A few years later, a New York shopgirl wrote a book called *Jimmy Dean Returns*, in which she wrote that she was communicating with Dean from the other world. Half a million copies of the book were sold. It was only the beginning of a strange legend that goes on, even today.

A. Mark the best choice.

1. Line 3, a 'short-sighted' person _____
 - a) is not tall
 - b) does not wear glasses
 - c) has trouble with his eyes
 - d) is fair-haired with blue eyes
2. Line 12, someone who is 'eccentric' _____
 - a) has ideas and habits that other people find strange
 - b) plays a musical instrument, such as the bongo drums
 - c) is sociable and enjoys being with people
 - d) is an ordinary person

B. Mark the statements as True (T) or False (F).

- ____ 1. Dean was acting in a play in New York when Elia Kazan discovered him.
- ____ 2. Rock Hudson believed that Dean was not an easy-going person.
- ____ 3. As well as Dean, two girls were killed in the accident in 1955.
- ____ 4. Until his death, Dean acted in four films - *East of Eden*, *Rebel Without a Cause*, *Giant* and *Jimmy Dean Returns*.

C.

1. In which film(s) did Dean and Rock Hudson act together?

2. Why didn't Dean see the car in front of him? Give two reasons.
 - a) _____
 - b) _____

SKYSCRAPERS

If someone asked you where the skyscraper was born, what would you answer? Most people would probably say New York City, but they would be wrong. Chicago was the birthplace of the skyscraper.

- 5 Dictionaries define a skyscraper as "a building of great height which is constructed on a steel skeleton." The first building to fit that description was the Home Insurance Company Building. It was built in Chicago in 1884. It was 10 storeys, i.e. floors, high - a great height for that time. It had a strong framework (structure) of iron and steel instead of walls of stone to support it.

- 10 The Home Insurance Company Building does not exist any more, they pulled it down in 1931, but visitors to the city can still see other early Chicago skyscrapers. One of them is the 16-storey Reliance Building, which was completed in 1894. The Reliance Building had windows that, for the first time, covered almost the entire surface.

- 15 For many years, Chicago was behind New York in the construction of skyscrapers. It got back into the competition with buildings like the John Hancock Center, built in 1968. There are luxury flats on forty-nine of the Center's 100 floors. Sometimes people who live on a high floor look out on a sunny sky while those on the downstairs floors can watch the rain from their windows.

- 20 Architects and engineers have the technology to build even taller structures, but to do this, they must find the money for them and these new skyscrapers should not harm the environment.

- 25 Back in 1956, the famous architect Frank Lloyd Wright dreamed of a skyscraper of 528 floors. He planned to build it near the shore of Lake Michigan in Chicago. Wright's dream never became a reality, but who knows? Someday somebody may build his tower in the city where the skyscraper was born.

A. Mark the best choice.

1. Line 13, 'them' refers to _____
 - a) visitors who come to Chicago
 - b) the Home Insurance Company Building and the Reliance Building
 - c) skyscrapers which were completed in 1894
 - d) the other early skyscrapers in Chicago

2. The Home Insurance Company Building _____
- was the first skyscraper in the U.S.A.
 - is a place which tourists still visit
 - was a high building of 100 floors
 - was built in 1984
3. People who live on different floors of the John Hancock Center _____
- moved into the building before 1968
 - can experience different weather conditions
 - live in forty-nine luxury flats
 - don't have a chance to enjoy the sun

B. Mark the statements as True (T) or False (F).

- _____ 1. The Home Insurance Company Building had a framework which consisted of stone walls.
- _____ 2. As well as technology; financial and environmental factors are also important in the construction of skyscrapers.
- _____ 3. F.L. Wright's 528-floor skyscraper was built near Lake Michigan.
- _____ 4. In the last paragraph, 'the city where the skyscraper was born' refers to Chicago.

95

TEMPERATE CLIMATES

There are many different types of climate in the world. This article discusses the various types of temperate climates, that is, the climates that are free from very high and very low temperatures.

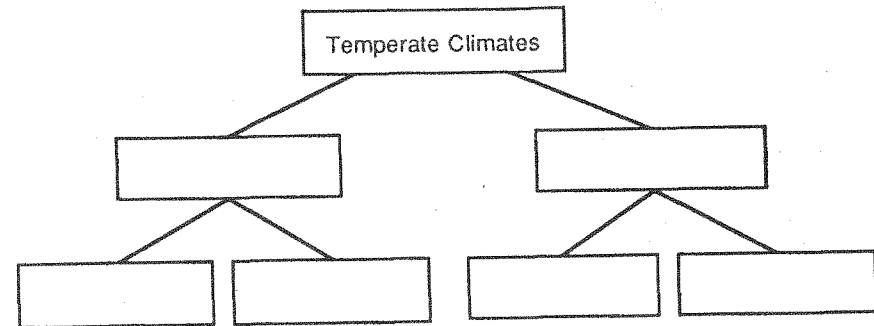
- 5 The world's temperate regions are divided into warm and cool zones. In the warm temperate zones, the average temperature does not drop below 6°C in the coldest month of the year. This is the lowest possible temperature necessary for growing plants all year round. There are two different kinds of warm temperate regions. One is the western or Mediterranean type (dry, hot summers and mild, wet winters) found on the western coasts and across southern Europe. The other kind is called the eastern or China type. This kind of climate is influenced by winds and is wetter, with mild winters and hot, humid summers.

- 10 The cool temperate zones, on the other hand, have a cold season. There are as many as five months a year when the average temperature goes below 6°C. There are two different kinds of cool temperate zones. One type is called a maritime zone, with frequent changes in weather conditions. The other is called a continental region, with warmer summers and cold winters.

A. What do these words refer to?

1. 'This' (line 6): _____
2. 'This kind of climate' (line 11): _____

B. Complete the chart about the types of temperate climates.



C.

1. What is a temperate climate?

2. Where do we find the western (or Mediterranean) type of warm temperate climate?

3. How many months in each year can the average temperature drop below 6°C in a cool temperate zone?

4. Which cool temperate zone has frequent changes in weather conditions?

5. Describe the conditions in the continental type of cool temperate zone.

THE PEN

Man has never been satisfied with simply talking. For some reason he has always considered his ideas to be so important that he has always tried to find ways to record them on paper. Man has developed many systems of writing; he also developed various tools with which to write.

One of the first instruments developed by man for writing was the stylus. It was a sharp instrument made of bone or metal, and with it the writer could make marks on stone or wood. It was used for thousands of years and was very practical.

The idea of using pen and ink was developed by the Egyptians. Their version of the pen was made from bamboo. They sharpened one end of the stem (or the body) to make a nib, that is, the point which you write with. Then they filled the empty part of the stem with ink and forced the ink onto the nib. It was a good idea, but when paper was later introduced, a much finer instrument was needed.

The problem was solved with the introduction of the quill pen. The quill is a large feather from the wing or tail of a bird. The quill also gave us the word 'pen' - feather in Latin is *penna*. Because this pen was a feather, however, it had to be sharpened quite often. A special instrument was made for this purpose, the penknife.

The quill was used from the 6th through the 18th century, but in the 19th century a machine was invented which successfully made a nib out of metal and which, thus, solved the problem of sharpening. The nib could be fitted into a holder and dipped into a bottle of ink. Finally, in 1884, a young American, Lewis Waterman, found a way of putting the ink into the holder, and the fountain pen as we know it was complete.

Although the fountain pen was very popular, a more popular kind of pen was introduced in 1943. This was the ball-point pen, invented by Laszlo Biro, an Argentinian.

Mark the best choice.

1. Line 3, 'them' refers to _____
 a) men
 b) ways
 c) ideas
 d) systems

2. The quill pen was better than the stylus because people could _____
 a) sharpen it frequently
 b) write finely on paper
 c) force ink into the nib
 d) make clear signs on stone
3. The penknife was first used to _____
 a) cut bamboo
 b) cut feathers off a bird
 c) fill ink into the quill
 d) keep the end of the quill sharp
4. A nib made from metal was an advantage because _____
 a) it was used for many centuries
 b) the pens couldn't be filled with ink
 c) it didn't need to be sharpened
 d) people could fit it into a bottle of ink
5. The fountain pen was completed when _____
 a) a metal nib was made
 b) the nib was fitted into a holder
 c) the nib was dipped into ink
 d) the ink was put into the holder
6. Which statement is correct?
 a) Using a stylus man could write on paper.
 b) With a pen made from bamboo man could use ink.
 c) The fountain-pen was developed in the 6th century.
 d) The quill pen was developed by Egyptians.

POPULAR vs. QUALITY NEWSPAPERS

Students of English as a foreign language often ask teachers which newspaper to read. They naturally suppose that reading an English Newspaper will be a good way of improving their knowledge of the language. But they are frequently disappointed because they cannot understand popular newspapers and think the 'quality' newspapers will be even more difficult.

In fact, the opposite is usually the case. Popular newspapers are written for people who haven't got much time for reading and who, perhaps, do not read as fast or enjoy reading as much as people who buy 'quality' newspapers. So, the editors try to attract the readers' attention with sensational headlines in big black type. The headlines do not explain the content of the news item underneath. On the contrary, they are often designed to puzzle the reader so that he will be persuaded to read the item to find out the meaning of the headline! Apart from that, they use double meanings, so a foreign reader is usually confused by them. Editors are also afraid that the readers will not be patient enough to read a long paragraph. Therefore, almost every sentence becomes a paragraph in itself, which is also a disadvantage for the student of English as a foreign language.

Mark the best choice.

1. Students of English as a foreign language want to read English newspapers because _____.
 - a) they are disappointed in the difficulty of newspapers
 - b) they don't have much time to read
 - c) they think they will learn the language better in this way
 - d) None of the above is correct.
2. Line 7, 'In fact, the opposite is usually the case' means _____.
 - a) quality newspapers are less difficult to read than popular newspapers
 - b) students can read popular newspapers easily
 - c) people who read popular newspapers have a lot of time for reading
 - d) popular newspapers aren't written for people who do not have time for reading

3. Editors think that people who read popular newspapers _____.
 - a) do not have much time to read
 - b) do not enjoy reading very much
 - c) cannot read very fast
 - d) All of the above are correct.

4. Line 11, 'sensational' probably means _____.
 - a) beautiful
 - b) interesting
 - c) serious
 - d) huge

5. Line 13, 'they' refers to _____.
 - a) the readers
 - b) the editors
 - c) the headlines
 - d) the news items

6. Line 15, 'they' refers to _____.
 - a) the readers
 - b) the editors
 - c) the headlines
 - d) the news items

7. Which of the following is **not** a disadvantage of a popular newspaper?
 - a) The sentences are long.
 - b) The headlines do not explain the content of the news item underneath.
 - c) Foreign readers are confused by the headlines.
 - d) The headlines are big and black.

ACID RAIN (1)

Acid rain is caused by burning coal or oil. When either fuel is burned, it releases poisonous gases which are carried up into the atmosphere and sometimes transported long distances.

Over 3000 research projects have been carried out to look into acid rain, and a decision to tackle the problem has been taken in most of the Western European countries. Measures have been taken in Scandinavia and in Central Europe to stop the pollution before it is dumped on the environment: and a diplomatic campaign has been launched to convince the other countries that the problem has to be considered as a major ecological threat.

"Five years ago this issue was not being treated seriously," says one leading environmental group, "but now that damage has been reported in large areas of forest and lakeland, our politicians are being forced to take action. This problem must be solved quickly: if governments do nothing, they will be faced in two or three years' time with the accusation that they have allowed our forests to die." A major international initiative to combat acid rain is expected in the near future.

A. What do the following refer to?

1. 'either fuel' (line 1): _____
2. 'which' (line 2): _____
3. 'it' (line 7): _____

B.

1. What causes acid rain?

2. What is the aim (purpose) of the diplomatic campaign which started in Scandinavia and Central Europe?

3. What are politicians forced to do and why?

4. Which problem must be solved quickly?

5. If the governments don't do anything, what will they be accused of doing?

6. What is expected in the near future?

ACID RAIN (2)

According to some scientists, one of the most serious problems for the environment is acid rain. Acid rain is caused mainly by power plants that burn coal to produce electricity. The smoke from these power plants contains acidic substances which later fall back to earth in rain or snow. As a result, the amount of acid in lakes and rivers increases, causing the fish to die. Already many lakes in Canada, the northeastern U.S., and Norway are contaminated by pollution from power plants. Scientists are also warning that acid rain can damage plants and trees and lead to the contamination of drinking water. It is, therefore, a danger to human health.

Many governments do not want to pass laws that will reduce the pollution which causes acid rain. They say that the causes of acid rain are still not completely clear. However, it is clear to the majority of environmentalists that economics is the real reason why governments do not take immediate action. In most industrial countries, the majority of power plants use coal. It will be extremely expensive to develop the special equipment that is needed to reduce the pollution from these power plants.

A. Mark the best choice.

The main idea of the passage is that _____

- a) although acid rain is a serious problem for the environment, governments have still not taken the necessary steps to reduce it
- b) many power plants burn coal to produce electricity and this increases the amount of acid in rivers and lakes
- c) acid rain, which is a serious problem for the environment, has polluted many lakes in Canada, Norway and the United States
- d) many governments will pass laws to reduce acid rain when its causes become clear

B. Mark the statements as True (T) or False (F).

- _____ 1. Power plants which burn coal to produce electricity pollute the environment.
- _____ 2. Most environmentalists say that they do not really know the causes of acid rain.
- _____ 3. It will not be cheap to reduce pollution from power plants.

THE KON-TIKI VOYAGE, 1947

In the middle of the Pacific Ocean, thousands of miles from the nearest mainland, lie the islands of Polynesia. On some of the islands, there are ancient roads and buildings. These show that there have been ancient civilizations on the island. The most mysterious of the Polynesian Islands is Easter Island, where there are giant heads made of stone. Some of them are as tall as a four-storey building. These are very old. Obviously men have been living on these islands for a long, long time. But how did the islanders first get to the islands so long ago, and how did they do it when there weren't any big ships? These are some of the questions which are difficult to answer.

Thor Heyerdahl, a Norwegian explorer, thought he had the answer to the mystery. He believed the people from Ancient Peru sailed more than 6000 kilometres across the Pacific Ocean on their small rafts to start a new life on the islands of Polynesia.

Nobody believed Heyerdahl because they knew that the people of ancient Peru only had wooden rafts to sail on. How did the people sail from Peru to the islands? Heyerdahl wanted to show everybody that his theory was right. Together with four friends, he started to build a raft like those of the ancient Peruvians. When it was finished they called it Kon-Tiki, the name of an ancient god. They spent a long time planning their journey and deciding what to take with them.

The natural movement of the water (a current called the Peru Current), carried them west. Although they had lots of problems during their journey with the weather and sharks, the boat was fine - it didn't sink. After 102 hard days at sea, the explorers arrived on one of the Polynesian Islands. Heyerdahl proved it was possible.

Mark the best choice.

1. Line 3, 'These' refers to _____.
 a) the roads
 b) the ancient roads
 c) the ancient roads and buildings
 d) the buildings

2. Line 6, 'them' refers to _____.
 a) the Polynesian Islands c) the islands
 b) the giant stones d) the giant heads made of stone
3. Line 19, 'those' refers to _____.
 a) the rafts c) the ancient Peruvians
 b) the friends d) the islands
4. Line 26, 'it' refers to _____.
 a) building a raft that doesn't sink in stormy weather
 b) exploring the Polynesian Islands
 c) sailing from Peru to the Polynesian Islands on a raft
 d) spending 102 days at sea
5. Easter Island _____.
 a) is in the Pacific Ocean c) is not a Polynesian Island
 b) is part of the mainland d) has got many four-storey houses
6. Explorers know that people have been living on the Polynesian Islands for a very long time because _____.
 a) people travelled there from Peru on rafts years ago
 b) they have found ancient roads and buildings on these islands
 c) the stone heads on Easter Island are very tall
 d) All of the above.
7. Heyerdahl believed that the first people who arrived on the islands _____.
 a) went there after big ships were invented
 b) were Polynesian
 c) were originally from Easter Island
 d) travelled there to start a new life
8. Kon-Tiki was the name of _____.
 a) an ancient god c) a modern ship
 b) an island d) the ancient Peruvians
9. Heyerdahl was able to arrive on the islands because _____.
 a) they were not as far away from the mainland as he thought
 b) the Peru Current carried the raft west towards the islands
 c) the weather was fine
 d) he had planned the journey very well

U.S. CITIES: PAST AND PRESENT

The problems of the American cities - pollution, crime, a lack of planning, accidents - are bad, but they were worse in the so-called 'good old days'. Pollution from cars is one example. It is bad now but there was a lot of pollution from horses and other animals in American cities in the 19th century.

Most cities had their own slaughterhouses. Butchers were careless about the cows and pigs which they killed and they left the remains of the animals here and there. And the sewer system for waste water from the kitchens and bathrooms did almost not exist.

Pollution was a very important problem for city governments in the last century, especially the problem of water supplies. They knew that they polluted water, but they didn't know how it was polluted. Trying to get pure water was a big problem.

People like to talk about the good old days but, actually, the cities of the 19th century were dirtier than today. Because of the dirt, communicable diseases were a great problem. When one of these diseases was seen, the situation was dangerous for all of the people in that area. Examples of such diseases were smallpox, yellow fever, malaria, cholera and typhoid. The number of children who died was high.

Some of the problems that disturbed people who lived in the cities during that period are still with us - poor planning, crime and accidents.

The planning of cities and their neighbourhoods was controlled by real estate developers who were only interested in earning more money. Actually, their real job was to build well-planned cities and provide the population with both durable housing and a good-looking neighbourhood.

Crime was a great concern then, too. The police had to work hard to stop it. Pickpockets, who were very skilled, were able to quickly steal the purses and wallets of the people and run away with them.

It is true that people were not being killed by cars. However, they were killed or seriously injured (hurt) by runaway horses, which were running around out of control. It was quite a common scene.

The situations and problems of American cities have not changed so much. We must look back at the past and try to learn from it so that developments can be made.

A. Fill in the blanks.

- The reason for pollution in the streets in the 19th century were _____ and _____.
- Cows and pigs were killed by _____.
- Two of the problems which we had in the past and which we still have today are _____ and _____.
- The city governments of the past had important problems with _____ because they were polluted and it was difficult to obtain pure water.
- Purses and wallets were stolen by _____.
- Real estate developers controlled _____ and _____.

B. Mark the best choice.

- Line 6, 'slaughterhouses' are places where _____.
a) animals are killed c) butchers live
b) butchers feed animals d) people buy meat
- Line 16, 'communicable diseases' are _____.
a) diseases which one person can easily get from another person
b) a type of communication diseases
c) children's diseases
d) diseases for dangerous situations
- Line 32, 'runaway horses' are horses which _____.
a) are killed by their owners
b) are injured
c) are no longer under the control of their owners
d) are used for transportation
- The main idea of the first paragraph is that _____.
a) American cities are terrible places to live
b) things were better in the past in American cities
c) American cities were worse in the past than they are now
- Line 28, 'Crime was a great concern then, too' means _____.
a) crime is still a big problem
b) crime is not a problem anymore
c) crime was a problem of the past only

6. According to the last paragraph, the writer thinks that _____ .

- a) things are getting worse
- b) things are getting better
- c) things can get better

C.

1. How were some people killed or injured in the streets in the 19th century cities?

2. Why did a lot of children die in the past?

102

SPAS: GOOD OR BAD?

Water is the oldest treatment in medical history. It has been used for its healing properties since the earliest days by men and women to sooth and heal the injured and hurting parts of their bodies. Thus, their ill bodies feel better and also more relaxed..

5 Today, spa resorts, which use water and mud to heal people, are very famous in Europe. Millions of visitors each year go to their favourite spa resort to drink and bathe in mineral springs so that their backs, arms and legs will stop aching or their rough skin will feel smooth again. Some of the most famous resorts are Baden Bein Wein in Austria, Vichy in France, Marienbad in Czechoslovakia, Baden
10 Baden in Germany, where guests put hot mud on their bodies, and Abano Terme in Italy, a resort which offers health-giving radioactive mud to its guests.

15 Some treatments provide bizarre and strange experiences. The spa of Badgastein in Austria, for instance, has an old miner's tunnel, now a 'health tunnel'. You drive into the mountain in a truck and wear a helmet to protect your head. When you reach the depths of the tunnel, you take off your clothes and lie down naked while rich vapours surround you. Because of the heat, a person sweats and can lose about
20 600 calories in an hour and thus decrease in weight. Visitors who have had this experience are very pleased and say that spa treatments are very relaxing.

But are spa resorts really beneficial? That is, do people really get something good and useful for their money there?

25 Many governments think they do. German, French and Austrian

visitors' spa expenses are paid by the national health system. Obviously, these governments believe in the healing factor of spas or they wouldn't let the health services pay so much money.

30 Not all experts, however, think spas are helpful. One doctor, for instance, recently reported, "It is silly to think that you can become a healthy person in a week or two at a spa when you have an unhealthy life style."

35 Some other sources also tell us that we should be careful about spas. Not long ago, a British banker told members of his staff not to go to spas. He said, "There is usually a casino nearby where you can lose a lot of money in card games and the like."

A. Mark the statements as True (T), False (F) or No Information (NI).

- _____ 1. It has been discovered only recently that water has healing properties.
- _____ 2. Most Europeans don't know about spas.
- _____ 3. Baden Bein Wein in Austria is a spa resort where visitors put radioactive mud on their bodies.
- _____ 4. Many people go to spas because the governments let the national health system pay for the spa expenses.
- _____ 5. Visitors in Badgastein can become thinner while they are at the spa.
- _____ 6. There is a casino near the spa in Baden Baden.
- _____ 7. Everybody agrees that spa resorts are good for people's health.

B. Mark the best choice.

1. Line 2, 'to sooth' probably means to _____ .

- a) injure c) make feel better
- b) hurt d) make feel ill

2. A spa resort (line 5) is _____ .

- a) a kind of tunnel where people lie down to relax
- b) a place where we can buy mineral water to drink
- c) a kind of mud which we put on our bodies
- d) a place where people go to feel better with the help of water and mud

3. Line 18, 'naked' means being _____ .

- a) rich
- b) surrounded by vapour
- c) without clothes
- d) in the depths of a tunnel

4. Line 23, 'beneficial' probably means _____

- a) expensive
- b) rewarding
- c) unhealthy
- d) paying

C. What do the following refer to?

- 1. 'It' (line 1) : _____
- 2. 'there' (line 24) : _____
- 3. 'they' (line 25) : _____
- 4. 'they' (line 28) : _____

D.

1. What kind of substances are used by people in most spas around the world?

2. Why do people drink and bathe in mineral spring water?

3. What does the spa in Badgastein have which other spas don't have?

ARTS OR SCIENCE?

Intelligent young people want to go to university, and it is logical for a country to provide university places for them to ensure that there will be well-trained men and women to run the government and industry in the future. So in the 1960's the government set up a number of new universities in Britain in order to give everyone with sufficient ability the opportunity to study. But now something has gone wrong. A lot of young people want to go to university to study arts subjects but many places for scientists are not taken up.

The new universities concentrated on science because it seemed practical. They developed new courses because they didn't want to imitate traditional universities. In other words, they didn't want to be like traditional universities. Why have their calculations proved wrong? One reason is that a lot of young people can get enough qualifications to work in industry by going to a Polytechnic. They think university courses are too long and too theoretical. But this does not explain why the majority of students still prefer arts subjects to science subjects.

A few months ago a magazine sent a team of interviewers to schools to find out why children didn't want to study science. Their answers provided this surprising picture of a typical scientist: He is rather dull. He spends all day in a laboratory wearing a white coat. He doesn't talk about anything but science. He doesn't play games well, and he isn't attractive to girls! In contrast, the arts graduate is seen as a much more lively person. He has a good sense of humour and he is interested in sports and pop music. He has a lot of girlfriends and always has a good time! Logically, the children wanted to study arts to avoid becoming dull, unattractive scientists.

Of course, the children were not describing all scientists; they were really giving us their opinion of their science teachers and comparing them with their arts teachers, such as the English teacher and the history teacher. But why do science teachers seem less attractive to them than arts teachers? The answer to this question probably explains why so many science places at the new universities are empty.

Our conclusion is that society offers good scientists well-paid jobs and the opportunity to use their studies in research laboratories or in industry and so they can lead rewarding and interesting lives. In general, only the less adventurous ones return to school to teach. But a bright graduate in literature or history must either teach his subject to earn a living, or work in a completely different field. So arts teachers are likely to be more interesting, attractive people than science teachers

- 40 and to care more about their subject, and their students try to be like them and follow in their footsteps.

A.

1. Line 11, to 'imitate' means to _____.
2. Line 30, 'them' refers to _____.
3. Line 36, 'ones' refers to _____.

B. Mark the statements as True (T) or False (F).

- _____ 1. The only way for young people to find jobs in industry is to go to university to study science subjects.
- _____ 2. Children do not want to become scientists because they think that scientists are dull and unattractive.
- _____ 3. When children were describing a typical scientist, their opinions were based on their science teachers.
- _____ 4. It is difficult even for a good scientist to lead an interesting life and find a job which pays well.

C.

1. Why did the British Government set up new universities in the 1960's?

2. According to the results of the interview, what are the characteristics of an arts graduate? (Write 2 things.)
 - a) _____
 - b) _____
3. What are the two things that a bright arts graduate can do after he graduates?
 - a) _____
 - b) _____

OUR FIRST WORDS

Is language, like food, a basic human need without which a child can be starved and damaged at a critical period of life? In the thirteenth century, Frederic II made a frightening experiment to find an answer to this question. He was hoping to discover what language a child would speak if he heard no language at all so he told the mothers in the experiment to keep silent. The results of the experiment show that hearing no language at all can be very harmful for a child.

- 5
- All the babies in the experiment died before the first year. Was the deprivation of language the only reason for their death? Obviously, there was more than language deprivation here. What was missing was good mothering. Without good mothering, in the first year of life especially, the capacity to survive is seriously affected.

- 10
- Today no such extreme language deprivation exists as that in Frederic II's experiment. However, some children are still backward in speaking. Most often the reason for this is that the mother can't understand or doesn't notice the cues and signals of the baby, whose brain is programmed to absorb language rapidly. There are critical times, it seems, when children learn more easily. If the mother can't deal with these important periods properly, the ideal time for learning skills passes and they might never be learned so easily again. A bird learns to sing and to fly rapidly at the right time, but the process is slow and hard if the critical stage has passed.
- 15

- 20
- Linguists suggest that certain stages in language development are reached in a fixed sequence and at a constant age, but there are children who start speaking late and who, eventually, become very intelligent. At twelve weeks, a baby smiles and produces some sounds; at twelve months, he can speak simple words and understand simple commands; at eighteen months he has a vocabulary of three to fifty words. At three he knows about 1000 words which he can put into sentences, and at four his language differs from that of his parents in style rather than grammar.
- 25

- 30
- Recent evidence suggests that a baby is born with the capacity to speak. What is special about man's brain is the complex system which enables a child to connect the sight and feel of things with their sound pattern. The child's brain is also able to pick out an order in language from the sounds around him, to analyse, to combine and recombine the parts of a language in new ways.
- 35

However, the child's language development depends on his communication with his mother. The mother should always understand

40 and respond to the cues and signals in the child's crying, smiling and his attempts to speak. If she fails to do that, the child will stop trying to speak. In other words, paying attention to the child's non-verbal cues is very important for the growth and development of language.

A. What do the following refer to?

1. 'he' (line 5): _____
2. 'they' (line 20): _____

B. Mark the best choice.

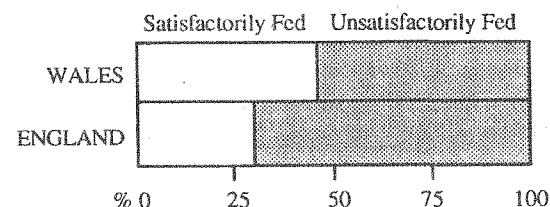
1. Line 9, 'deprivation' means _____.
 - a) inability c) damage
 - b) lack d) understanding
2. Line 14, 'backward' means _____.
 - a) inaccurate c) quick
 - b) shy d) slow
3. The reason some children are slow in speaking today is that _____.
 - a) they do not listen carefully to their mothers
 - b) their brains have to absorb too much language at once
 - c) their mothers do not pay enough attention to their cues and signals
 - d) their mothers are not intelligent enough to help them
4. By 'critical times' (lines 17-18) the author means the _____.
 - a) difficult periods in a child's life
 - b) moments when children become angry with their mothers
 - c) important stages in a child's development
 - d) times when mothers can't deal with their children's problems properly
5. Which of the following is **not** correct?
 - a) Children are born with a capacity to speak.
 - b) Children do not need any kind of support to learn to speak.
 - c) Even very intelligent children may be slow to begin speaking.
 - d) Most children learn their language in definite stages.

C. Mark the statements as True (T) or False (F).

- ____ 1. Good mothering is important only after the child has learned to speak.
- ____ 2. At eighteen months the child's vocabulary is still under 100 words.
- ____ 3. The author believes that children select and analyse their language.

YOUR DIET

5 One of the side-effects of mothers leaving the kitchen in favour of more interesting, sociable and better paid work is, sadly, that their children are not being fed properly (i.e. their diets are not satisfactory). In 1985 a survey was carried out on over four thousand children throughout England and Wales to try and find out how well they were fed. The results were alarming :



10 Once, schools tried to make up for these deficiencies by providing free milk and cheap meals. Now the price of meals is increasing continuously. Moreover, free milk is no longer provided since the government believes that the nation's children are properly fed, and that children's dietary standards are not the business of the government anyway. According to the results of the survey, however, it has become obvious that school plays a very important part in a child's diet. Before the Second World War, the mother supplied the family's nourishment (i.e. the food that is needed to grow and remain healthy). Now the responsibility is divided between home and school.

15 A third of the working force in England are women, two-thirds of them married, half with school-age children. Many have long distances to travel to work and are not prepared to spend hours working in their home in the evening or at the weekend. These facts mean that the approach to food and its preparation has changed a lot since the war.

20 During the war many women were required to work in industry and weren't able to spend much time cooking for their children. Children's diets were therefore supplemented outside the home by various welfare agencies, including the schools. In other words, additional food was provided to improve children's diets.

25 The situation really has not changed very much. More and more women are going out to work, and are either just not at home when their children need to be fed, or are short of time to prepare proper

30 meals. The children consequently end up with meals of chips, chocolate and bread and jam.

If we, as a society, want our children to be properly nourished, then the most sensible way is to use the school system through which every one of them passes for ten years of his or her life. A school can plan and serve well-balanced weekly diets to all its children, supplementing the diets of those who are not able to get proper meals at home, and certainly doing no harm to those that are.

A. Mark the best choice.

1. Line 6, 'alarming' means _____.

- a) satisfactory c) shocking
b) different d) essential

2. Line 18, 'them' refers to _____.

- a) English people c) working women
b) married women d) women with children

3. Line 33, 'which' refers to _____.

- a) the society c) the most sensible way
b) ten years of a child's life d) the school system

4. Line 37, 'those that are' refers to _____.

- a) children that are fed properly at home
b) diets that are well-balanced
c) meals that are properly prepared
d) schools that are able to serve well-balanced diets

B. Mark the statements as True (T) or False (F).

- ____ 1. The mother and the school shared the responsibility of providing food for the family before the Second World War.
____ 2. Today mothers spend less time in the kitchen because their children are fed at school.
____ 3. The writer believes that schools can help to improve children's diets.

C.

1. Why did the government stop providing free milk in schools?
(Give one reason.)

2. What kind of food do children eat when they cannot get proper meals?

DANGER FOR THE FUN OF IT

Dennis Joyce is a 30-year-old employee of an electric company in New York City. To break up the monotonous regularity of his life, he spends many weekends and vacations white-water canoeing. He is one of the growing number of Americans who in recent years have become interested in dangerous sports to fill their leisure hours. Although he has fallen into the river several times, Mr. Joyce has never been hurt himself. Yet he admits he has seen some very serious accidents.

People who take part in risky sports usually have several things in common. Most are men. They know about the dangers of their sport.

And almost all of them look down on usual sports like tennis and golf. "There's just nothing happening in sports like tennis and golf," said Steve Kaufman, a 44-year-old Manhattan bill collector who scuba dives in his spare time. According to him, the only people who come close to the experience of scuba divers are astronauts "because they're in a totally alien, or foreign, environment, too." Kaufman describes his sport as "a complete isolation from anything that can interfere with your own personal sense of self." Mr. Kaufman said his most dangerous moment as a diver came when he found himself looking at about 800 to 900 sharks. Fortunately, he managed to get out of there really fast.

George Weigel, a 31-year-old carpenter from Pawling, New York, enjoys hang gliding. Although many risk-takers see hang gliding as the most dangerous sport of all, Weigel feels hang gliders just look for some excitement. He says, "It's so thrilling that I think I'll continue hang gliding until I get too old for it. Everything else seems boring compared to it."

According to Dr George Serban, associate professor of clinical psychiatry at New York University, most men willingly look for danger in order to prove their masculinity (manhood). "The nature of the male animal is to do dangerous tasks and to confront them and to succeed," Dr. Serban said. "When life becomes boring and routine and men do not have a chance for adventure or a chance to prove their masculinity, the only other possibility is to do dangerous activities."

Eric D. Rosenfeld, a 43-year-old Manhattan lawyer who has been climbing mountains for 20 years, spoke of the habit-forming nature of his sport. "Like smoking, it's quite addictive. After some time you can't live without a certain amount of risk in your life." In recent years, Mr. Rosenfeld started climbing mountains in the Arctic. He compares the mountains in the Arctic with the ones in Europe. "In Europe", he said, "there are lines of people waiting to go up sections of mountains,

40 guides walking around, and garbage all over the place. In the Arctic no one's around. There's no such thing as a guide because no one's ever been there." Although several of his friends have died while mountain climbing, Rosenfeld said, "I know that it's risky. But I sit in my law office and tell myself that after 20 years of climbing I'm still here."

45 The novelty of the sport is what attracted Susan Tripp, a 35-year-old Californian lawyer, to parachute jumping. "I wanted to do something new and unusual. It's not something many people do," Susan said. That is also one of the reasons John Wolcott, a 49-year-old printer from Edison, New Jersey, likes to go hot-air ballooning. "It makes me a hero," he said. At parties, he simply introduces ballooning into the conversation, and he becomes the most popular personality of the party for at least an hour.

A. Mark the best choice.

1. Line 10, to 'look down on' something means to _____

- a) think it is really wonderful
- b) do it badly
- c) think it is unimportant and worthless
- d) be a good player of it

2. Line 23, 'thrilling' means _____

- a) boring
- b) exciting
- c) dangerous
- d) not enjoyable

3. Dennis Joyce does white-water canoeing because he _____

- a) has many free weekends and vacations to spend
- b) wants to do something different in his spare time
- c) has never been in a serious accident
- d) knows many Americans who do his sport

4. The fifth paragraph is mainly about _____

- a) kinds of dangerous sports men like
- b) how men succeed in dangerous sports
- c) the reasons why men get bored with life
- d) why men do dangerous sports

5. Eric Rosenfeld _____

- a) thinks mountaineering can become a habit
- b) started climbing mountains in recent years
- c) has the habit of smoking
- d) is a lawyer whose job involves some risk

6. Eric Rosenfeld thinks that the mountains in Europe are _____

- a) similar to those in the Arctic
- b) very dangerous
- c) crowded and dirty
- d) easy to climb

7. Which of the following statements is true?

- a) Steve Kaufman says that neither scuba divers nor astronauts like being in a totally foreign environment.
- b) George Weigel wants to give up hang gliding because he thinks he is too old for the sport now.
- c) According to Dr. Serban, men whose lives lack adventure usually avoid dangerous activities.
- d) Both Susan Tripp and John Wolcott do dangerous sports because only few people can do such activities.

B.

1. People who do dangerous sports have certain similarities. Write two of their similarities.

- a) _____
- b) _____

2. How does John Wolcott attract the attention of people?

LOSING FERTILE LAND

Every year in many developing countries large areas of land that once produced food become completely unproductive, causing the residents of these areas to suffer. They have to move to other places or die of starvation. The problem is not caused by pollution; it is not the result of poisonous chemicals which contaminate the land. Pollution is not the only way to destroy the environment. It can also be destroyed by humans who disturb the ecological balance of an area in other ways. In any area there is a balance in nature. Each part of the natural system depends on other parts. If one part is disturbed, then the balance of the system is disturbed and other parts begin to suffer. Today, many people all over the world are threatened with this problem. The lives of these people, as well as the lives of their children and grandchildren, are put in danger because of environmental destruction.

Let us look at the example in Nepal. A number of years ago, the population of Nepal began to increase, especially among the people who live in the small farms in the mountains. More food and fuel were necessary for the larger number of people, so the farmers in the mountains bought more animals. For fuel and animal food, they cut down more and more of the trees and plants which grew on the sides of the mountains. These plants and trees served a very important purpose. They protected the hills from the weather. They held the top soil in place and prevented it from being pushed down the mountain sides by wind and rain. Now without the protection of the trees and plants, the top soil is being washed away by heavy rain. The farmers are losing their land. More and more have to move to the lower areas of Nepal, which are already overpopulated and cannot support a large increase in population.

To solve problems like this one, it is important that people understand the consequences of their actions. It was not clear to the hill farmers of Nepal that they were responsible for the destruction of their own land. Today environmental scientists are teaching the farmers about ecology. They are also showing them ways to protect their land with new trees and plants. Problems which are similar to the problem in Nepal exist in many countries around the world, but they can be solved. Ecologists are proving to us that actions which supply short-term solutions to problems can have disastrous long-term consequences. By paying more attention to these scientists, governments can avoid making the same type of mistakes that were made in Nepal and in many other countries.

A.

- Line 6, 'It' refers to _____.
- Lines 10-11, 'many people ... are threatened' means they are _____.
- Line 25, 'More and more' refers to more and more _____.
- Line 37, 'these scientists' refers to _____.

B. Mark the best choice.

- Line 4, 'The problem' refers to _____.
 - using poisonous chemicals
 - the land in developing countries
 - productive land becoming unproductive
 - the pollution contaminating the land
- The main idea of the first paragraph is that _____.
 - many developing countries use poisonous chemicals
 - the natural system consists of many parts
 - pollution contaminates the land in many countries
 - the environment is destroyed when the balance in nature is upset
- The second paragraph gives an example to show _____.
 - how an area of land can become unproductive
 - why more food and fuel are necessary for hill farmers
 - how wind and rain carry away the top soil down the mountain sides
 - why hill farmers cut down a lot of trees
- Which of the following is **not** true according to the information in the last paragraph?
 - The job of environmental scientists involves solving ecological problems.
 - If governments learn from the mistakes of the hill farmers of Nepal, they probably won't have similar problems in their own countries.
 - Today the farmers in Nepal still do not know anything about ecology.
 - Nepal is not the only country that suffers from problems caused by the disturbance of ecology.

C. Mark the statements as True (T) or False (F).

- The hill farmers in Nepal cut down a lot of trees so that they could have more animal food and fuel.
- If there are not enough plants and trees in hilly areas, wind and rain may take the top soil away.

- ___ 3. Although the farmers of Nepal knew very well that they were destroying their land, they continued to cut down trees.
- ___ 4. Short-term solutions to ecological problems always give satisfactory results.

D.

1. According to the first two paragraphs, humans destroy the ecological balance in two ways. What are they?

- a) _____
- b) _____

2. What problem is there in the lower parts of Nepal?

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MONEY

(From a university catalog for overseas students.)

- Organising your financial affairs is not easy, particularly if you have to make a grant last you for the whole term. You are well advised to put your money in a current account in one of the banks. This is the money in the bank which you can take out at any time. The major banks (Midland, National Westminster, Barclay's, Lloyd's and Williams and Glynn's) have 12,000 branches throughout the country, and there is sure to be one near your college. It is far better to have your money near college rather than near home because you are more likely to be in college during banking hours, which are usually 9:30 to 15:30 with an extension on Thursdays, and closed completely on Saturdays and Sundays. The manager will explain exactly what services they can offer - that's his job. You should have a cheque book, and ask about credit cards. Read the leaflets for students available in all the major banks. The Midland Bank produces a useful free booklet for students, called Student Start. It contains information and advice on many aspects of student life. Details can be obtained from any branch of the Midland. If you need money urgently when the banks are closed, you could go out to Heathrow Airport, where a bank is always open. (They also take travellers' cheques.)

A.

1. Line 3, 'current account' is _____
2. Line 7, 'one' refers to _____

B. Mark the best choice.

1. Lines 9-10 'banking hours, which are usually 9:30 to 15:30 with an extension on Thursdays' probably means banks _____

- a) offer services six days a week
- b) stay open longer on Thursday
- c) offer services only between 9:30 and 15:30 on Thursdays
- d) are closed at weekends

2. Line 13, 'leaflets' _____

- a) are called Student Start
- b) are branches of major banks
- c) provide credit cards
- d) give information

3. Which of these statements is **not** true?

- a) The names of the five major banks in England are given in the text.
- b) During the time that banks are open, a student is usually at home.
- c) One of the services that a bank offers to students is to give them cheque books.
- d) If you have something to do in a bank on Sundays, you can go to the one at Heathrow Airport.

C. How can a student get information about the services in all the major banks?

- a) _____
- b) _____

D. Are the statements below implied in the information of the text? [Mark the statements as Yes (Y) or No (N).]

- ___ 1. If the money that a student has to live on for the whole semester is limited, he should be careful with his finances.
- ___ 2. The Midland has the most customers because of the free booklet they provide.

MONEY THEN AND NOW

When you buy something these days, you have so many ways of paying for it. Just think of them! However, you may be surprised to learn that there have always been lots of methods of payment. In very early times, people used to exchange one thing for another - an ox or a cow for rice or grain, for example. This system of exchange was called 'barter', but there were lots of problems. Well, how many heavy bags of rice would you give for a cow ... or a TV, or a car? And how would you carry the bags of rice?

The ancient Greeks solved these problems. In the 7th century B.C. they introduced coins made of fixed amounts of gold and silver. Business became much easier, because people could now exchange money for the things they required.

Coins last a long time, but they are heavy, and so eventually, governments solved the problem by introducing banknotes. So cash became easier and lighter to carry.

Nowadays, of course, more and more people are paying for things with cheques and credit cards instead of in cash. What is the reason for this?

A. What do the following refer to?

1. 'it' (line 2): the thing which _____
2. 'they' (line 10): _____
3. 'they' (line 13): _____
4. 'this' (line 18): _____

B.

1. What is 'barter'?
2. How did the use of coins affect life?
3. How was the problem about coins solved?
4. What are the modern ways of payment?

THE CASHLESS SOCIETY

The time when the cashless society becomes reality is drawing nearer and nearer. Many methods are already being used in the trade world. EPOS (Electronic Point Of Sale), for example, is only a first step of progress in electronic shopping. The customers will sit at home surveying the merchandise on their television screens and ordering their requirements - and they will have their funds automatically and invisibly transferred from their bank account to that of the store.

Already, shopping over the phone, by quoting credit card numbers, has much the same effect. This plastic money, too, is advancing into an era of automatic debit and credit - soon those tedious waits while sales staff get your credentials checked over the phone will be a nuisance of the past. Modern equipment 'wipes' the card in a flash, checking that all is in order. What the new technology can't yet do, though, is to check that the person presenting the card is, in fact, you!

Mark the best choice.

1. In a 'cashless society' (line 1), _____ .
 - a) nobody will do shopping
 - b) banknotes and coins won't be used
 - c) electronic devices will be invented
2. Line 1, 'drawing nearer' probably means _____.
 - a) gradually becoming nearer in time
 - b) pulling each other closer
 - c) taking out more and more money
3. Line 5, 'merchandise' probably means _____.
 - a) a TV programme about trading
 - b) people who are in buying and selling business
 - c) goods which you buy or sell
4. If something is transferred 'invisibly' (line 6), it _____.
 - a) is given to a person
 - b) is taken to a bank
 - c) cannot be seen

5. Line 7, 'that' refers to _____ .
a) the requirement
b) the fund
c) the bank account
6. Line 8, 'quoting' probably means _____ .
a) learning about
b) repeating exactly
c) ordering something
7. Line 9, 'This plastic money' refers to _____ .
a) money in your bank account
b) credit cards
c) shopping over the phone
8. Something which is 'a nuisance' (line 11) _____ .
a) annoys you
b) gives you pleasure
c) makes you wait
9. What is the main idea of the first paragraph?
a) Electronic shopping will replace shopping from a store in the future.
b) EPOS means Electronic Point of Sale.
c) Ordering goods over the phone is the best way of shopping.
10. Which of the following **cannot** be done by the new technology?
a) Checking if the ordered goods are kept in the store.
b) Transferring money automatically between accounts.
c) Checking if the real owner of the card has ordered the goods.

DAMS

The basic idea of a dam is simple: block the passage of a river down a valley, and its waters will rise to form a man-made lake. Then the water can be piped or channelled to dry areas where it is needed for irrigation, which is supplying crops with water. Besides this, flooding can be controlled and the water-power can be used to turn turbines which generate electricity - the cheapest way of producing it.

Many great dams have been built throughout the world. When they were built, especially in developing countries, their planners predicted a tremendous improvement in the living conditions of the people who would receive the water and electric power. Many of these hopes have been realized and there has been a great improvement in the living conditions, but experience shows that dams can create new problems while solving others.

A survey was recently carried out into the effects of dams that have been built in the past 25 years. It was found that in some cases the dams provided less irrigation and less hydro-electric power than the planners had anticipated. And in certain instances, the presence of the dams was actually causing damage to the environment.

Damming a river does a great deal more than create a huge reservoir of water. Because the water trapped in the lake is no longer flowing rapidly, much of the silt - sand, soil or mud carried along by a river - is deposited on the bottom of the lake. When this happens, the land below the dam may actually lose its fertility because it is silt that makes the land fertile, or productive. An outstanding example of the unforeseen ill-effects can be observed in the Nile Valley. The lands north of the Aswan High Dam are no longer getting the vast quantities of silt which the annual flood used to deposit on them. Instead, the large quantities of silt are accumulating on the bottom of the man-made Lake Nasser behind the dam.

On the other hand, while losing rich silt and minerals, the dam water may pick up some chemicals which may have extremely harmful effects. For example, the waters of the Volta Dam in Ghana have actually caused the destruction of some of the country's richest cocoa plantations.

A. Write the meaning of each word.

1. Line 4, 'irrigation' is _____
2. Line 9, 'tremendous' means _____
3. Line 21, 'silt' is _____
4. Line 24, 'fertile' means _____
5. Line 26, 'vast' means _____

B. Mark the statements as True (T) or False (F).

- ____ 1. The survey showed that all dams that have been built in the past 25 years provide very little hydro-electric power.
- ____ 2. According to the results of the survey, some dams damage the environment.
- ____ 3. Some cocoa plantations in Ghana were destroyed because of the harmful chemicals in the waters of the Volta Dam.

C.

1. Give the three reasons for building dams.

- a) _____
- b) _____
- c) _____

2. Why is silt deposited on the bottom of the lake?

3. What happens when silt is deposited on the bottom of the lake?

4. Where did the annual flood in the Nile Valley use to deposit the silt?

MOTHERHOOD IN A CHANGING WORLD: WOMEN IN GHANA

Most women in Ghana - the educated and illiterate, the urban and rural, the young and old - work to earn an income in addition to maintaining their roles as housewives and mothers. Their reputation for economic independence, self-reliance, and hard work is well-known and well-deserved.

Most of Ghana's working women are farmers and traders. Only one woman in five, or even fewer, can be classified as simply housewives. Even these women often bake and cook things to sell. Indeed, Ghanaians do not respect women who depend entirely upon their husbands for their support.

Nine out of ten women fifteen years of age and over are married. Women say they would like to have six or more children, and in fact an average of seven children are born to every woman. In short, the normal life pattern for most Ghanaian women is to combine an active role in the economy with an active role as wife and mother of a large family.

How do these working mothers cope with their multiple responsibilities in the home and on the job? Traditionally the tasks of motherhood were shared. Mothers and sisters, grandmothers and nieces all helped to raise the children and to carry out daily tasks, including housework, trading, and farming activities. As the family grew, older brothers and sisters also helped to care for the younger ones and helped in the home.

Today with more children going to school, with more people moving away from their traditional homes where support from their family would be provided, how can the mother cope with her many responsibilities?

Some new ideas are being tried. One of these is family planning to help reduce family size. Another helpful solution is the day care centre, but this is available mainly in urban areas. Besides, the fees are usually too high for the poor, so they can't send their children to such centres. Ghanaians realise that more day care centres are needed. Ghana today is looking for new ways to meet the needs of women and their families so that women can continue to play their multiple roles in the home and in the economy.

A. Mark the statements as True (T) or False (F).

- ____ 1. People in Ghana prefer women to work.
- ____ 2. Ghanaian women do not marry young.
- ____ 3. A typical Ghanaian woman has seven children.
- ____ 4. In a traditional Ghanaian family women help each other.
- ____ 5. In the past fewer Ghanaian children went to school.
- ____ 6. A day care centre can help reduce family size.

B.

1. How do Ghanaian housewives earn money?

2. What are the problems with the day care centres?

- a) _____
b) _____

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ORDINARY ASPIRIN IS TRULY A WONDER DRUG

Americans this year will swallow, or take, 15,000 tons of aspirin, one of the safest and most effective drugs invented by man. Aspirin is the most popular medicine in the world today. It is an effective pain reliever and it is cheap. Moreover, its bad effects are relatively mild, i.e., they are not strong. For millions of people suffering from arthritis, a disorder in the joints of the body, it is the only thing that works. Aspirin, in short, is truly the 20th-century wonder drug.

Although aspirin was first sold by a German company in 1899, it has been around much longer than that. Hippocrates, in ancient Greece, understood the medical value of the leaves and tree bark which today are known to contain salicylates, the chemical in aspirin. During the 19th century, scientists in Europe did a lot of experiments with this chemical, and these led to the introduction of aspirin. By 1915, aspirin tablets were available in the United States.

A small quantity of aspirin (two five-grain tablets) relieves pain. It also reduces fever. Specifically, aspirin seems to slow down the formation of the acids involved in pain and the complex chemical reactions that cause an increase in the body temperature, which we call fever. The chemistry of these acids is not fully understood, but the slowing effect of aspirin is well-known.

Aspirin is very irritating to the stomach lining, and many aspirin takers complain about an upset stomach. There is a right way and a wrong way to take aspirin. The best way is to chew the tablets before swallowing them with water, but few people can stand the bitter taste. Some people crush the tablets in milk or orange juice. That is, they press and break the tablets. They claim that the medicine does not upset their stomach when they take it this way.

A. Write the number of the paragraph which contains information about the following.

Paragraph
No.

- _____ 1. How aspirin works on the body.
_____ 2. The history of the development of aspirin.
_____ 3. How people should take aspirin.

B. Write the meaning of each word.

1. 'swallow' (line 1): _____
2. 'mild' (line 4): _____
3. 'arthritis' (line 5): _____
4. 'salicylates' (line 11): _____
5. 'fever' (line 19): _____
6. 'crush' (line 25): _____

C. What do the following refer to?

1. 'it' (line 8): _____
2. 'these' (line 13): _____
3. 'it' (line 15): _____
4. 'them' (line 24): _____

D.

1. Why is aspirin the most popular medicine in the world?

- a) _____
b) _____
c) _____

2. When doesn't aspirin upset the stomach?

SOLAR ENERGY

Most of the energy we consume comes directly or indirectly from the sun. In 1972, man consumed 90 trillion horsepower hours of energy. During the same year, the sun emitted 1.5 million trillion horsepower hours of sunlight on the planet. Only a small fraction of this natural force (40 billion kilowatts) is converted by green plants into all the food and wood that grows on the earth. Over hundreds of thousands of years this vegetation is eventually converted into fossil fuels like coal and oil. Because of the length of time which is required to produce fossil fuels, it would be more feasible to employ solar radiations directly to help meet our energy needs. Presently solar energy can be used to stretch our limited supplies of fossil fuels. Experiments have already shown that we can heat a house, heat water, air condition buildings, cook food, and produce electricity with solar energy. Scientists have even converted an automobile to run on batteries which are charged by solar cells. In the future, solar energy may be one of our main sources of energy.

1. Line 1, 'consume' has several dictionary meanings. Which is the meaning in this passage?
 - a) To do away with completely, to destroy.
 - b) To eat or drink, especially in great quantity.
 - c) To use up.
2. Line 3, 'During the same year' refers to _____.
3. Line 3, 'emitted' means _____.
4. Which of the following does 'this natural force' (lines 4-5) refer to?
 - a) The 90 trillion horsepower hours of energy consumed by man.
 - b) The 1.5 million trillion horsepower hours of sunlight.
 - c) The natural force of green plants.
 - d) None of the above is correct.
5. Which statement is true?
 - a) It would be most practical if we could get some solar energy directly to meet our energy needs because we require too much time to produce fossil fuels.
 - b) It would be most practical if we could get some solar energy directly to meet our energy needs; therefore, we require so much time to produce fossil fuels.
 - c) We require a lot of time to produce fossil fuels; therefore, it would be most practical if we could get some solar energy directly to help meet our energy needs.
 - d) Both (a) and (c) are correct.

DESALINATION METHODS

Without water there could be no life on Earth. Water is more important than food to us. Over three-quarters of our bodies is water and without it we cannot grow crops, run factories or keep clean. Nearly three-quarters of the earth's surface is water. This, however, is the undrinkable water in the oceans and seas. We cannot use this water because of the amount of minerals it contains.

The world is living through a population explosion. In other words, there is a rapid growth in the number of people living on Earth. Therefore, we have a problem: How can we get more water for man's use?

One way of doing this is to make sea water drinkable. Many scientists today are trying to find methods to change sea water into fresh water.

There are three ways to take the salt from sea water. Scientists prefer electrodialysis to desalt water with a small quantity of salt. In this process, an electric charge passes through the salty water and separates the salt from the water.

Another method of desalting is freezing. Ice is pure, or fresh, water. When sea water freezes, the salt separates from the water and then you can wash it off. Finally, you have to melt the ice to use it as fresh water.

A very common way to convert sea water into fresh water is distillation. In common distillation, the sun provides the necessary heat. A piece of plastic covers a few centimetres of salt water in a basin, or open container. The water evaporates with the heat of the sun and the vapour rises until it hits the top. Then it condenses into fresh water. That is, it changes from the vapour state into the liquid state. Distilling water by this method is very slow. For this reason, industry is now using an expensive variation of the distillation process. In this process, boiling and condensation are combined.

There is a disadvantage of all desalting methods: their high cost. The cost is high because all use a lot of expensive energy coming from sources such as coal, oil and gas.

A. What do the following refer to?

1. 'this water' (line 5): _____
2. 'this process' (lines 15-16): _____

3. 'it' (line 20): _____
4. 'it' (line 26): _____
5. 'all' (line 32): _____

B. Mark the best choice.

1. Line 20, to 'melt' means to become _____.
 - a) solid
 - b) gas
 - c) liquid
2. Line 22, to 'convert' means to _____.
 - a) change
 - b) contain
 - c) desalt
3. Line 31, a 'disadvantage' is a(n) _____ point.
 - a) good
 - b) bad
 - c) important

C. Mark the statements as True (T) or False (F).

- ____ 1. We can use electrodialysis to desalt very salty water.
- ____ 2. The salt in the water does not freeze with the water.
- ____ 3. We can use the energy from the sun to distil water.

D.

1. Why is water important for us?

2. What takes the salt out of sea water in electrodialysis?

3. What is not good in common distillation?

4. What are coal, oil and gas?

RENEWABLE AND NON-RENEWABLE RESOURCES

Ecology is the study of man and his environment. The natural environment contains all natural resources that are necessary for life: the air, the oceans, the sun and the land. Because these resources are vital for life, ecologists study their importance and how to use them carefully.

- 5 Ecologists often divide resources into two groups: renewable and non-renewable. When we use a resource, it takes some time to replace it. If we can replace the resource quickly, it is called renewable. It is non-renewable if we cannot replace it quickly and easily. For example,
- 10 grass for animals is a renewable resource. When animals eat the grass, usually more grass will grow. Coal, however, is non-renewable because it takes millions of years to make coal. All fossil fuels are non-renewable resources. The decomposition, or decay, of organic materials forms fossil fuels and they include coal, oil and gas. We
- 15 started using these fossil fuels in large quantities less than 200 years ago and we haven't stopped since. Some scientists now predict that we will exhaust our supplies of fossil fuels in 50 years. In other words, in 50 years there won't be any fossil fuels left.

- 20 Many resources are non-renewable. As a result, we must conserve them. That is, we must use them carefully. There are several ways to do this. First, we must find and use new resources. Second, we should find new uses for old resources. Third, we shouldn't waste any resources. Last, we must try to recycle the already available resources. In this way, we can use the same material over and over again.

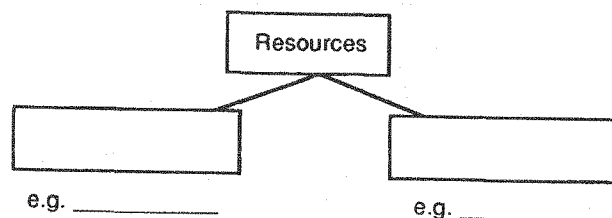
A.

1. Which resources are 'natural resources'?

2. When did we start using great amounts of fossil fuels?

3. How many ways of using resources carefully are mentioned in the text?

B. Complete the chart.



C. What do the following refer to?

1. 'them' (line 4): _____
2. 'it' (line 8): _____
3. 'to do this' (lines 20-21): _____

D. Mark the best choice.

1. Line 3, 'vital' means _____.
 - a) bad
 - b) unnecessary
 - c) important
2. Line 17, to 'exhaust' means to _____.
 - a) provide
 - b) finish
 - c) find

E. Mark the statements as True (T) or False (F).

- ____ 1. An ecologist studies man and his environment.
- ____ 2. We can replace non-renewable resources quickly.
- ____ 3. When we recycle a resource, we can use it only once.

BOOKWORMS

A bookworm is one of those people who cannot stop reading. They always have their nose in a book and read for pleasure. They can walk along a street with a book in front of them and not notice the world go by. When they go to bed, their lights stay on for ages because they cannot go to sleep until they have finished their latest novel or biography. They have books with them and around them wherever they go. Quite simply, they just love reading. There used to be a lot of them, but now they are a dying breed.

Television, video and the wide range of social and recreational opportunities which are now available have taken the place of books in many homes. School children and students still have to read but they usually read because they have to, rather than because they enjoy it. Once they have left school or college, many feel that they never want to open a book again, and according to a recent survey, many do not. In Australia, 80% of university graduates never read another book from the beginning to the end. In England, 44% of the population say that they never buy a book and a further 1% buy only one book a year.

Mark the best choice.

1. Bookworms are people who _____.
 - a) are interested in the things that are happening around them when they are reading
 - b) keep their books only in one place in their house
 - c) can stay awake for a long time to finish the book they're reading
 - d) enjoy reading and whose number is increasing
2. Which of the following is **not** true?
 - a) Most students read because they have to.
 - b) The wide range of social and recreational activities have had a negative effect on reading.
 - c) Students don't usually read for pleasure.
 - d) Television and video are replacing books so nobody reads any more.
3. Statistics show us that _____.
 - a) in Britain, 44% of the population don't read anything at all
 - b) in Australia, 80% of the university graduates don't read a book till the end
 - c) in Australia, only 20% of the population finish reading a whole book
 - d) in Britain, 99% of the population don't even buy a book

WHAT A GOOD IDEA!

Some of the most useful inventions in modern times have resulted from moments of inspiration and have been developed by amateur scientists (or even non-scientists) using simple materials and 'low technology'. These 'accidental' inventions are all around us and are often so well-known that we don't think of them as inventions at all. For example, have you ever thought about cat's-eyes - the little pieces of rubber and glass set in the middle of roads? They shine in car headlights and help drivers to keep in the right lane, especially in heavy rain or fog. As every motorist knows, they are a great help after dark, even on a clear night. Driving on minor roads that have no cat's-eyes is far more tiring than driving on main roads or motorways where you can follow the cat's-eyes without even thinking.

This simple but imaginative invention was thought up by an Englishman named Percy Shaw in 1934. His inspiration came from seeing some reflectors on a poster by the side of the road when he was driving home one night. Looking at the eyes of a cat in the dark helped him to develop the idea. The cat's-eye consists of a glass 'eye' to reflect light back in the direction from which it is coming. Built into an aluminium pad to act as a mirror, this glass 'eye' is fixed in a flexible rubber pad which protects both the glass and car tyres as they pass over it. The cleverest part of all, perhaps, is that each time a car tyre passes over the cat's-eye, the glass is pushed down into the rubber, which is designed in such a way that it removes the dirt off the glass. Thus, cat's-eyes are always kept clean.

Mark the best choice.

1. Which of the following is **not** true?

- 'Accidental' inventions can be developed by using simple materials and can be very useful.
- 'Accidental' inventions don't always require 'high technology' to be developed.
- 'Accidental' inventions can be the inventions of amateur scientists or non-scientists.
- 'Accidental' inventions are not inventions at all because they are always around us.

- Cat's-eyes enable motorists to _____.
 - drive comfortably only on minor roads in fog
 - see the reflectors on posters by the side of the road
 - keep in the right lane on a clear night only
 - follow the road without difficulty after dark, in heavy rain or fog
- The function of the glass 'eye' is to _____.
 - reflect light in the mirror
 - push the rubber down
 - protect the car tyres
 - reflect light back
- Line 23, 'it' refers to _____.
 - the car tyre
 - the rubber
 - the cat's-eye
 - the glass

A LOAD OF RUBBISH

Rubbish is what you and I throw away- anything from unwanted old cars to cigarette packets. Worldwide, the amount of rubbish is growing rapidly. The time has come to think about rubbish - very seriously.

As a subject, rubbish is not particularly romantic or attractive. We only think about it when there are shortages, such as those during a war. In Britain in the Second World War, for example, old metal and paper were recycled, that is re-used, because it was difficult to get new supplies. Afterwards, people went back to throwing things away.

The rubbish you and I are likely to throw away is things like beer cans or bottles, or packaging around things we buy. The packaging is often there to sell the product and nothing more. You throw it away, and it ends up in the dustbin, along with your old bottles, plastic and cans. What still often happens then is that everything is taken away to a rubbish dump and buried, but not always.

In the early seventies, attitudes towards rubbish began to change. In Britain in 1971, there was an outcry when Schweppes, the soft drink manufacturers, introduced disposable, or throwaway bottles. Previously, you took bottles back to the shop and were paid for them. The conservation group, Friends of the Earth, organised a protest: they simply left thousands of the new bottles outside Schweppes' offices. In fact, Schweppes did not change their minds, but the protest did begin to make people think seriously about rubbish.

If you look at what a typical British dustbin contains, you will see that most of it need not be rubbish at all. Most of the textiles, glass,

- 25 metal, paper and cardboard can be recycled and you can burn plastic,
paper and cardboard as fuel for heating, which saves energy. You can
use the vegetable waste to make compost to improve gardens. The
30 problem is to get authorities and governments to make it easy to re-use
what we throw away. This is because individuals cannot recycle paper
or metal for themselves. It is a big operation.

35 In more and more countries, it is now quite normal to take all your
old bottles to a bottle bank, where they are collected and re-used. More
and more paper is being recycled. In Switzerland, for example, the
amount of paper being recycled is over 70%. This figure varies around
the world, but it is increasing.

40 Another welcome trend is that containers and packaging are now
being designed so that they are easy to recycle. Now designers don't
use plastic-covered paper wrapping or drink cans made of two different
metals. Both of these are difficult to recycle. Plain paper and single
metals are not.

Mark the best choice.

1. Which statement is **not** true?
 - a) Anything that is not wanted anymore and is thrown away is called rubbish.
 - b) The growing amount of rubbish is becoming a worldwide problem.
 - c) During a war, rubbish is recycled because there is a sufficient amount of it.
 - d) Rubbish is not a very romantic and attractive subject.
2. Line 12, 'it' refers to _____.
 - a) the rubbish
 - b) the packaging
 - c) the dustbin
 - d) the beer can or the bottle
3. Line 14, a 'dump' is most probably a place where rubbish is _____.
 - a) produced
 - b) left
 - c) recycled
 - d) changed

4. Which of the following is **not** true?

Disposable bottles _____.

- a) were first introduced in Britain in the early seventies
- b) are taken back to shops
- c) are containers used by soft drink manufacturers
- d) are thrown away after being used

5. A typical British dustbin contains _____.
 - a) plastic, paper and cardboard
 - b) textiles, glass and metal
 - c) vegetable waste
 - d) All of the above are correct.

6. Line 36, 'it' refers to _____.
 - a) Switzerland
 - b) the world
 - c) the figure
 - d) the paper

7. Which of the following materials are difficult to recycle?

- a) Containers made of single metals.
- b) Plastic-covered wrapping paper.
- c) Drink containers made of plain paper.
- d) Plain paper wrapping.

8. Which of the following is true?

- a) The protest of the 'Friends of the Earth' was effective on the Schweppes Company.
- b) Manufacturers use pretty packaging to make their products easy to recycle.
- c) Bottle banks are places where glass and textiles are recycled.
- d) Burying and recycling are two of the methods for the disposal of our rubbish.

WORK AT HOME

Work at Home - And we're not talking about housework!

The electronic cottage. Does it sound strange? Not to futurists. They say that in the future people will work at home, connected to their office by inexpensive computers. In fact, some experts say that, by the year 2000, as many as 10 million Americans will be working from the home. No more rush-hour traffic problems. No more expensive office buildings. Office workers could work more productively and effectively in their homes, where they wouldn't be constantly interrupted by the phone and other colleagues.

But is the home really the ideal place to work? In experimental projects across the US, several hundred secretaries and professional workers have agreed to try working at home on computers that are connected to their firm's office computers. This kind of work is called 'telecommuting', and employees work at 'flexiplaces' instead of in office buildings.

Although the advantages of computer work at home have always been obvious, the disadvantages haven't been discussed too much. Employers are afraid of losing control over their employees. They don't trust the workers at home and think that if no one is watching the employee, he or she won't work as hard. On the other hand, employees feel out of touch with the office and fear they might be forgotten when it comes to pay raises and promotions (i.e., getting a better job with the same company). Companies are also discovering that working at home is expensive for them because of the high cost of computers.

Unions are against computer work at home. They fear that the home computer workshop will bring back the poor working conditions of the late 19th century. They say it will be easier for employers to pay workers less and not give any health insurance or pension schemes. They are afraid that children will be working at an earlier age and they say employees may even be forced to buy office equipment usually paid for by the firm. At the moment the unions are against all home computer work except for the handicapped, who cannot live a normal life due to their physical or mental disability.

Companies who have experimented with work at home have had some successes but also some failures. Fun Toy Co. says that the workers at home worked 48% more effectively than the workers in the office. But not all the home workers liked it. Three out of eight managers in the programme dropped out. One manager, Sally Evans,

wanted to get back to the office after putting on 20 pounds in two months because she was always running to the refrigerator for snacks. Another manager with marriage problems found that being in the house all day made his marriage even worse, and his wife finally moved out. The third manager to leave the programme missed the social contact with friends at the office and found it hard to discipline himself at home.

Mark the best choice.

1. Experts think that in the future _____.
 - a) 10 million people will be working with computers all over the world
 - b) people won't have cars any more
 - c) the phones at home will interrupt people
 - d) many people will do their office work on a computer at home
2. 'Telecommuting' (line 13) means _____.
 - a) working on computers in an office building
 - b) working more productively and effectively in homes
 - c) working in homes, connected to the office computer
 - d) working in the office with a cheap computer, connected to your home
3. Employers are afraid that _____.
 - a) their employees won't work hard at home
 - b) employees will refuse to work at home
 - c) their offices will be empty in the future
 - d) they won't notice the good employees
4. Line 23, 'them' refers to _____.
 - a) the computers
 - b) employees
 - c) promotions
 - d) companies
5. Some employees say that 'computer work at home' is bad because _____.
 - a) home computers are very expensive
 - b) they think they can work better at home
 - c) they have to work harder at home
 - d) they'll lose contact with things at the office

6. Unions _____
a) disagree with the idea of home computer work
b) think that home computer work has got certain advantages
c) think that home computer work has disadvantages for the handicapped
d) believe that home computer work is a good idea
7. Unions say that _____
a) workers will get better health insurance
b) employers will pay home workers more
c) working conditions will become worse
d) the handicapped cannot do home computer work
8. Companies which have tried the home work programme _____
a) are very pleased with the results
b) feel there are good and bad things about the programme
c) are having production difficulties
d) aren't successful
9. Lines 36-37, 'Three out of eight managers in the programme dropped out' means that _____
a) they continued with the programme
b) they missed their friends
c) they left the programme
d) they liked the programme
10. Sally Evans disliked the programme because _____
a) she was lonely
b) she ate too much and put on weight
c) she did her work too fast and as a result had more work to do
d) her marriage became worse

WOMAN PILOT SAVES GANGSTER FROM PRISON

By Michael Field in Paris

A helicopter piloted by a woman carried to freedom a gangster who was serving 18 years for robbery and murder from the Santé Prison in the centre of Paris yesterday. A second prisoner was part of the escape plan, but he changed his mind at the last minute.

5 Michel Vaujour, 34, who his lawyer describes as a dangerous criminal of above average intelligence, was waiting on the roof when a white helicopter flew in and took him away. It was the fourth and most exciting escape in Vaujour's career.

10 The helicopter took off from the suburb of St. Cyr and flew in without paying attention to radio warnings from the police that it was breaking the ban on low flying over Paris.

Two people were on board: a woman with dark brown hair dressed in black and a man with a sub-machine gun.

15 An hour after the breathtaking escape, the prison governor told reporters, "The helicopter dropped a rope ladder to help Vaujour climb aboard while the man with the sub-machine gun told prison guards not to move. The whole operation took only about two minutes. Fortunately, no shots were fired and nobody was injured."

20 The helicopter landed soon after at a nearby football field. Some children playing there saw two men and a woman run off towards a ring road.

25 Claude Roumet, head of Air Continent which owned the helicopter, said, "A pretty woman about 28 years old, who gave her name as Lena Rigon, rented the helicopter. She is a regular customer and has been flying my aircraft for five or six months. I was really surprised when I heard that she did this incredible thing."

Five years ago, another helicopter escape took place in Paris. Two prisoners escaped from the Fleury-Merogis prison south of Paris, but they could not go very far because the police quickly recaptured them.

Mark the best choice.

1. Line 6, a 'criminal' is a person who _____
a) pilots a helicopter dangerously
b) is a kind of prison guard
c) has done something against the law
d) is very intelligent

2. Line 29, 'the police ... recaptured them' means that the police _____
- searched for them
 - ran away
 - caught them again
 - punished them
3. The second prisoner _____
- did not escape with Vaujour
 - was the person who planned this unusual escape
 - took the helicopter to St. Cyr
 - sent radio warnings to the police
4. Vaujour's lawyer _____
- believes that Vaujour is more intelligent than most people
 - was waiting with him on the roof of the prison
 - is a 34 year-old man who thinks prisons should have better security systems
 - was at the football field when the helicopter landed there
5. During the escape, _____
- Vaujour was extremely excited since this was his first escape
 - the prison guards and prisoners were not hurt
 - the prison guards with sub-machine guns fired at the helicopter
 - the prison governor was telling the newspaper reporters about the helicopter on the roof
6. Which of the following is true?
- Because the escape took a long time, the prison officials had time to call the local police for help.
 - Lena Rigon bought the helicopter from Air Continent about six months ago.
 - The escape was in all the newspapers because this was the first time that prisoners used a helicopter to escape.
 - Claude Roumet had no idea that Lena Rigon was planning to help a prisoner escape.
7. Which of the following is not true?
- The police warn people who fly low over Paris.
 - The escape took place in the Santé Prison outside Paris.
 - The helicopter, with the three people in it, landed somewhere not far from the prison.
 - The pilot of the helicopter was young and attractive.

INDUSTRIAL POLLUTION

Industrial pollution is not only a problem for Europe and North America but it is also an extremely serious problem in some developing countries. Economic growth is a very important goal for these countries. They want to develop new industries, so they put few controls on industries which cause pollution in order to attract large international companies.

Catanduva, an industrial town of 85,000 people in Brazil, is an example of the relationship between industrial development and pollution. In 1954, Catanduva had no industry. Today it has more than twenty large factories, which produce many pollutants. The people of the town are exposed to a large number of poisonous substances in their environment. In other words, these people have no protection against these harmful, toxic substances. The results of this exposure can be clearly seen. Birth defects are extremely common, and medical science is still not able to correct many of these defects. For example, one out of every 200 babies suffers from anencephaly, a very unusual type of brain damage. Usually only one out of every 5000 babies is born with this condition. Other serious health problems are caused by the pollution. Among children and adults, asthma and other lung problems are sometimes twelve times more common in Catanduva than in other places.

It is true that Brazil, like many other countries, has laws against pollution, but the government does not enforce these laws strictly enough. It is cheaper for companies to ignore the laws and pay the fines (money that is paid as punishment) than to buy the expensive equipment that will reduce the pollution. It is clear, therefore, that economic growth is more important to the government than the health of the workers. However, the responsibility does not completely lie with the Brazilian government. The example of Catanduva shows that international companies are not acting in a responsible way either. Large companies from France, Italy and the U.S. own a number of the factories in the town. They are doing things in Brazil that they cannot do at home because if they do, their governments severely punish them and put them out of business.

Mark the best choice.

1. Line 3, 'goal' means _____
- industry
 - fuel
 - substance
 - aim

2. Line 18, 'this condition' refers to _____
 a) unusual type b) pollution c) anencephaly d) medical science
3. When companies 'ignore the laws' (line 24), they _____
 a) know about laws but still break them
 b) are careful to act according to laws
 c) know that there are laws and don't break them
 d) don't want laws to punish them
4. Asthma is a _____
 a) type of chemical in the environment
 b) condition which affects people's lungs
 c) type of birth defect
 d) pollutant from large factories
5. Why don't developing countries have serious pollution controls?
 a) Governments of developing countries do not agree that industrial growth can cause pollution.
 b) Developing countries attract new industries that do not cause much pollution.
 c) International companies do not want to build new factories in countries where there are serious pollution controls.
 d) In developing countries, only small places like Catanduva have pollution problems.
6. What does the writer say about poisonous substances?
 a) Factories in developing countries don't produce them.
 b) They are dangerous to health.
 c) They do not affect the people of Catanduva.
 d) They do not exist in the environment.
7. Which of the following is true?
 a) International companies and governments of developing countries do not effectively control pollution.
 b) Birth defects occur much more often in many parts of the world than they do in Catanduva.
 c) The writer uses the example of Catanduva to show that industrial development can happen very quickly in developing countries.
 d) Brazil is different from other countries in that it does not have pollution laws.
8. In their own countries, international companies can't _____
 a) provide the necessary equipment to reduce the amount of pollution
 b) build large factories like the ones in Brazil and other developing countries
 c) act in a responsible way
 d) cause pollution like they do in developing countries

AROUND THE WORLD IN A PAPER PLANE!

Deep in the Mojave Desert, Jeana Yeager, a schoolteacher's daughter from Texas, is ready to make her dream come true - to fly around the world in a paper plane without stopping.

5 It has taken £4 million and five years of effort to realise this dream, and some time in the next nine months she and co-pilot Richard Rutan will climb aboard a paper plane called The Voyager and in 13 days and nights they will go around the world without touching Earth.

10 Can it really be done? "We believe so. All the results from the test flights indicate it is possible," said 33-year-old Jeana, who holds four world flying records and is a skilled engineer.

The Voyager will follow the most suitable winds of the upper atmosphere and the flight will be mostly over water. If anything goes wrong, they will be able to make an emergency landing on the sea.

15 Jeana and Rutan hope to do 25,000 miles in the remarkable Voyager so they used a kind of paper much stronger than ordinary paper in the construction of their plane. It is made with reinforced paper. The Voyager is quite big - its wings are longer than a Boeing 727's. Although it weighs less than the average car, it can carry a large amount of fuel (approximately 1489 gallons).

20 In a test run, or test flight, over the Rocky Mountains, Jeana was air sick for the first time in her life. "The Voyager is very light - it easily moves with the wind. It was like being on board a small yacht in a rough sea. We seemed to be going up and down like in waves," she said. During the flight the turbulence, i.e. strong wild movement of air, forced them to fly very high - almost on the edge of the atmosphere. Flying that high was not included in their flight plan and Jeana and Richard had some difficult moments until they managed to get out of the turbulence.

25 Jeana and Richard are very excited about their project. It was nearly a quarter of a century ago that a B-52H jet bomber flew from Japan to Spain, a distance of 12,532 miles, without stopping. That was the world record for an unrefuelled flight.

30 The project was born as a result of a conversation between Richard and his aircraft designer brother Burt. Richard asked him if it was possible to fly round the world without refuelling. After some careful thinking, Burt said "I think so". But Jeana and Richard are the ones who will find out.

Mark the best choice.

1. Line 9, 'it' refers to _____
 - a) not touching Earth
 - b) climbing aboard a paper plane
 - c) getting the results from the test flights
 - d) flying round the world without stopping
2. Line 16, 'reinforced paper' _____
 - a) has the same properties as ordinary paper
 - b) is a common material which planes are made from
 - c) is paper with increased strength
 - d) is used in the construction of big planes
3. Jeana Yeager _____
 - a) has always suffered from airsickness
 - b) is a young schoolteacher who wants to fly around the world in a paper plane
 - c) has been planning this journey for nine months with her co-pilot Richard Rutan
 - d) is an experienced pilot
4. The trip will be mainly over water _____
 - a) for reasons of safety
 - b) because it is a short route which will save them time
 - c) because of atmospheric conditions
 - d) since The Voyager is designed to land only on water
5. During the test flight, Jeana and Richard _____
 - a) did not experience any discomfort
 - b) had an accident because of turbulence
 - c) had to fly much higher than they expected
 - d) flew over the Mojave Desert
6. About 25 years ago, _____
 - a) a plane flew from Japan to Spain without stopping anywhere to get fuel
 - b) a paper plane broke the world record by flying 12,532 miles
 - c) jet bombers couldn't fly the long distance from Japan to Spain
 - d) B-52H jet bombers used fuel more economically than other planes
7. Which of the following is true?
 - a) Because The Voyager is heavy, it is difficult to keep it under control in turbulence.
 - b) A lot of hard work and money have gone into this flight, which will last almost two weeks.
 - c) Although Richard's brother knew little about aircraft, he helped Richard with his project.
 - d) Jeana got sick while she was travelling in a small yacht in a rough sea.

FOOD

One of the saddest features of the modern world is that millions of people do not have enough to eat and many more do not have the right kinds of food required for good health.

- 5 In order to be healthy, man needs a balanced diet, i.e. a diet that contains the right amounts of protein, fat, carbohydrate, vitamins and minerals. The carbohydrate in bread, rice, potatoes and sugary foods provides energy for the body. Too much carbohydrate, however, can make people obese and obesity can endanger health. These people usually have serious health problems since they are extremely fat. The oils and fats in milk, cream, butter, cheese and meat provide the body's main stored food and contain much more energy than carbohydrates. The protein in cheese, eggs, meat, fish and milk quickens growth and repair damage to the body's tissues. The body also needs small amounts of vitamins and minerals. When a person's diet consists of a variety of foods, the required amounts of vitamins and minerals are taken in.

- 15 Historically, the diets of different societies depend on such factors as climate, soil and the ease or difficulty of transporting foods from one place to another. The simple diet of the Bedouin Arabs consists of dates, grains and sometimes meat and vegetables. This is because the land is very dry and, as a result, very few foods can be grown there. On the other hand, a country such as France, with a good climate and rich soil, has always had plentiful and a great variety of foods.

- 25 When people move to another country and culture, they usually take their eating habits with them. They feel psychologically comfortable when they eat the foods they have known all their lives.

- 30 When discussing food and diet, it is possible to divide the world's population into two sections: those who have lots of food and those who suffer shortages of even the most basic foods. Developed countries have the financial means and the technology to provide all kinds of foods for their people. Refrigeration, food preservation and modern transport systems allow these people to enjoy foods from all parts of the world. For instance, the British are not able to grow sufficient food for their needs, but they import a wide variety of foods, from potatoes to exotic tropical fruits. Food processing has meant that the seasons are no longer important: vegetables such as peas and beans are canned or frozen and are available the whole year round; soft fruits such as strawberries, which are only produced locally for a short season, can be imported from other parts of the world.

- 40 Although some developed nations have been experiencing financial difficulties recently, the result has not been damaging. The effects of economic problems on developing countries, however, have been very serious. One disastrous result is famine. Millions of people in Africa, particularly babies and small children, have lost their lives because there is no food. Droughts, or long periods of dry weather, are a major cause of this famine. There is also the economic pressure to produce industrial crops, such as cotton, for export. Thus, these countries are unable to produce sufficient amounts of food crops for their own people. Many developing countries do not have the money to buy the food they need from abroad. Fortunately, the developed countries have reacted to the famine crisis and are providing food from their high food surpluses. Meanwhile, over large parts of the world, hungry people are worried about not what to eat, but if they will eat.

Mark the best choice.

1. Line 8, 'obese' people are people who _____.
 - a) have a balanced diet
 - b) do not get sufficient carbohydrate
 - c) are very fat
 - d) live dangerously
2. Line 43, 'famine' is _____.
 - a) a cause of financial difficulty
 - b) very serious lack of food
 - c) dry weather that lasts a long time
 - d) the economic problems of the African people
3. A diet that has a variety of foods _____.
 - a) contains mainly bread, rice, potatoes and sugary foods, all of which provide energy
 - b) sometimes results in health problems, such as heart disease
 - c) is rich in protein, fat and carbohydrates but lacks vitamins and minerals
 - d) provides the body with the necessary vitamins and minerals
4. The Bedouin Arabs have a simple diet _____.
 - a) because of historical, religious and cultural factors
 - b) that is similar to the diet of the French, who always have a lot to eat
 - c) which is the result of a good climate and rich soil
 - d) since their land is not suitable for growing a variety of foods

5. People who move to another country _____.
 - a) suffer from psychological problems
 - b) easily accept the eating habits of that country
 - c) would rather eat the food they usually eat in their own countries
 - d) have eating habits which are common in most countries
6. By means of food processing, _____.
 - a) vegetables and fruits are consumed in great quantities in the countries where they are grown
 - b) peas and beans are grown locally during certain seasons only
 - c) soft fruits, including strawberries, have a short growing season
 - d) all kinds of vegetables and fruits can be consumed any time of the year
7. One reason why developing countries cannot grow enough food for their people is that _____.
 - a) they don't have the money to import food from other countries
 - b) they try to solve the famine crisis by providing food for the people who need it
 - c) they grow more industrial crops than food crops for economic reasons
 - d) hungry people in the world do not know whether they will have anything to eat
8. Which of the following is true?
 - a) The British enjoy a wide variety of foods, which are grown in their country.
 - b) The fats and oils in certain foods provide stored food and energy for the body.
 - c) People in developed countries are not very fortunate since they have difficulty getting the right kind of food.
 - d) Famine in Africa is mainly caused by the lack of modern refrigeration and modern transport systems.

RURAL MIGRATION

For most of its history, the United States has measured its progress according to the growth of its cities. In the last 200 years, cities have expanded very fast and many have become centres of commercial and industrial activity, and of political, artistic and social life. There has also been an increasing number of foreign immigrants, people from different countries, moving to America to settle down and internal migrants, people within the country, moving from farms and rural areas to cities. In recent years, however, something unexpected has happened and this pattern has changed. For the first time in two centuries, the countryside is growing faster than the cities.

The change from a pattern of migration into the urban areas to one of migration to rural areas happened quite suddenly. For example, from March 1970 to March 1974, almost six million people moved out of the cities, while only a bit more than four million moved in.

The changing migration pattern can best be seen in the largest cities of America. Five of the eight largest cities - New York, Chicago, Los Angeles, Philadelphia and Detroit - have actually lost population since 1970. The change seems to show that Americans do not enjoy living in urban areas anymore. Small rural towns have suddenly become more attractive.

Many reasons are offered in explanation of the decrease in movement to the cities. Some of the most recent explanations are those that mention the disadvantages of living in the cities because of food, energy and job shortages. Other urban problems often mentioned are crime, drugs, pollution and transportation.

Another reason why people choose to live in rural areas is probably the growth of colleges and universities in areas outside the cities. Other reasons are the environmental movement, which has been started by people who are in search of cleaner air and water, and the improvement in the living standards of rural communities.

Many people today have bought farmland which belonged to people who migrated to the city, and most have started to provide the major part of their needs by growing crops and raising farm animals. The setting up of small and medium-sized manufacturing plants (factories) in rural areas has also attracted people from cities. Although such factories pay lower wages than those in large cities, they provide employment for both men and women and help to increase rural income. With the increasing possibility of finding

- 40 jobs, rural areas have become more attractive places to live in. Recent improvements in highway systems and transportation facilities help to keep people in the countryside. Many of the people living in rural areas still work in the city but can easily drive to and from work using the interstate highway system.
- 45 The return to rural areas, however, does not mean that the United States is going to become a rural society. About 75% of the U.S. population still lives in cities and hundreds of thousands will continue to move to cities each year.

Mark the best choice.

- Line 6, 'immigrants' are people who _____.
 - leave their own country to live in another country
 - live in big cities
 - move from one town to another town within the same country
 - live in rural areas
- Which of the following has happened recently although it wasn't expected to occur?
 - Immigrants and migrants have moved to the cities in increasing numbers.
 - People have moved to the rural areas in great numbers.
 - People from the countryside have moved to different countries in large numbers.
 - Large numbers of immigrants have moved to the cities and rural areas.
- Which of the following is true about rural areas?
 - Transportation is a problem.
 - There is a shortage of food and energy.
 - There are no educational facilities.
 - People are not as well-paid there as they are in cities.
- Most of the people who live in the countryside _____.
 - give up their jobs in the city
 - can't find jobs
 - grow their own food on their own land
 - would prefer to live in the city
- Today _____ of the U.S. population lives in the cities.
 - more than half
 - less than half
 - exactly half
 - almost half
- The environmental movement has started because _____.
 - people have started to move more frequently
 - cities are not as clean and healthy places to live in as are rural areas
 - people have realized that it is more exciting to move to small towns
 - cities and towns are part of our environment

OUTWARD BOUND

'Outward Bound' is an educational concept, i.e. idea, that has developed over the last 35 years. Thousands of people in many countries around the world know about it. Outward Bound consists of many educational organisations in different parts of the world. These organisations use nature as classrooms.

Outward Bound courses consist of a series of carefully planned but difficult physical activities. The purpose of the activities is to create confident students who are prepared to deal with danger, uncomfortable situations, stress, frustration, and challenge. Increasing a student's confidence helps him to obtain the feeling of independence and gain the ability to deal with complex everyday life situations more easily.

The standard Outward Bound course lasts three to four weeks. During that time, the students live in the wilderness-- an area of wild, rough land where no people live - and perform physical activities whose difficulty increases every day. The first few days are spent on physical exercises. In addition, the students are taught basic skills such as first aid (how to help people when an accident occurs), map reading (how to find the right way), compass reading (how to find the correct direction) and other similar activities. During the second part of the course, students learn how to climb rocks and mountains, how to use boats and canoes in rough rivers, and in some schools how to sail, ski and hike long-distances. The first two parts of the course are done in groups. Members work together and help each other. In the third part of the course, students are sent out alone for three days to test their ability to live in the wilderness with only a few necessities like a box of matches, some pots and pans, a knife, a sleeping bag, a little water and very little to eat.

Who are the students of Outward Bound? They are both young people and adults, both men and women. The minimum age is 16 years. There is no maximum age. About 2000 of the 6000 people who complete the course each year are women. Housewives, university students, professors, doctors, and lawyers are also among those who have taken part in the course.

In recent years, special courses for the busy businessmen have become increasingly popular. These courses last from five to ten days rather than the usual three to four weeks of the normal course.

Not all students complete the Outward Bound course. Sometimes the physical challenges cause a lot of stress. Organisers of an Outward Bound course tell their students before they start that they shouldn't

40 make a mistake because Outward Bound is not for everybody, and that the courses aren't easy at all.

Most students who finish the course share a common experience. They are surprised that they have finished the course and experience a great feeling of success because they have been able to do the impossible! The Outward Bound experience makes them feel that they are better than they thought!

Mark the best choice.

- Line 9, 'frustration' is probably _____.
a) a bad feeling c) a pleasant feeling
b) a feeling of success d) a feeling of confidence
- Line 39, 'they' refers to _____.
a) physical challenges b) organizers c) their students d) everybody
- Which paragraph describes the activities that are done in Outward Bound courses?
a) Paragraph 2 b) Paragraph 3 c) Paragraph 4 d) Paragraph 5
- Which of the following is true about an Outward Bound course?
a) Only men can take part in this course.
b) People who are younger than sixteen cannot take part in the course.
c) All students are successful at the end of the course.
d) Students first work on their own, then in groups.
- Which of the following is true about an Outward Bound course?
a) The physical activities become more difficult each day.
b) There aren't special short courses for people who can spend only a little time outside the office.
c) Students needn't be taught how to help people who have been injured.
d) There are more women who finish the course than men.
- Which of the following is **not** an activity in Outward Bound courses?
a) Reading a map. c) Reading books about the wilderness.
b) Climbing mountains. d) Hiking long distances.
- Which of the following is **not** mentioned at all in the passage?
a) The names of countries where Outward Bound courses are offered.
b) Examples of personal qualities that can be developed by taking the course.
c) The occupations of people who join the course.
d) For how long Outward Bound courses have been popular.

WHERE TO INVEST YOUR MONEY: A PLAIN MAN'S GUIDE TO INVESTMENT

A financial expert helps people with their investments.

I am often asked for advice on investments. People want their money to make a profit and to increase in amount. The average investor wants to make a quick profit in a short time. However, it's a fact that he cannot expect a maximum profit with a minimum risk. He doesn't want to lose his money when he is investing it, as most of the investors also want to save money for their retirement. Below are some guidelines on how they can invest their money.

An investor may put his money in a bank. He can open two kinds of accounts. If he puts the money in a deposit account, he is paid interest. However, his money will remain there for a period of time and he will not be free to draw it out at any moment. If he does, the bank will not pay him any interest on his money. If he opens a current account, on the other hand, the customer can obtain his money whenever he likes, but will not be paid any interest and therefore, will not pay any taxes. So it is advisable to have enough money in a current account to spend on immediate expenses and to take advantage of the interest rates by keeping the rest in a deposit account. If you can put aside - save - money regularly, try this. Deposit accounts are taxed, however, and they are not very good investment if the cost of living rises fast; that is, if the inflation rate is high.

An investor could join the government's 'Save As You Earn' scheme, which is the safest method of investment. If he saves money regularly and he doesn't want his savings to lose value as the cost of living rises, he should join this scheme. This offers him a tax-free interest. However, he must promise to save a certain amount every month for at least five years.

He could invest in the stock market. The stock market offers investors the opportunity of making quite good profits within a short time. But that kind of investment is very risky as there can also be heavy losses in a very short time. Since the 1960's, profits made in the stock market have been taxed, too.

Unit trusts are a way of reducing the risk of losing one's money. The investor entrusts - gives - his money to experts and they invest it for him in a number of different ways by buying shares. If the experts choose carefully and wisely, unit trusts are more likely to guarantee him a profit.

He could buy property as it usually increases in value more quickly than the cost of living. But if you still have to sell your house, remember that you will have to pay taxes for the money you receive for it. If you sell someone a house, you can only escape taxation if you are living in it at the time you are selling it.

You may conclude that investment is so complicated that it is simpler to keep your money under the bed. But this is the most certain way to lose it. The pound (£) has been falling in real value since the 1930's and this situation is not likely to change in the near future.

Mark the best choice.

1. Quick profits can only be made if you _____.

a) take minimum risks	c) invest in the stock market
b) open a deposit account in a bank	d) join a 'Save As You Earn' scheme
2. If in your country the cost of living rises constantly and you don't want this to affect your savings, _____.

a) join a 'Save As You Earn' scheme	c) put your money under the bed
b) open a deposit account in a bank	d) sell your house
3. You have to pay taxes for _____.

a) the money you get when you sell the house that you are living in at the time
b) your money on a current account
c) the interest you get from a 'Save As You Earn' scheme
d) the interest you get on a deposit account
4. A person who has frequent expenses _____.

a) ought to put all his money in a deposit account
b) should pay more taxes
c) should open a current account
d) Both (b) and (c) are correct.
5. If a person has a regular income and is able to save a certain amount of money each month, he should _____.

a) not be taxed on his income	c) open a current account
b) join a 'Save As You Earn' scheme	d) Both (a) and (c) are correct.
6. If you _____, there will be no risk of losing your money.

a) invest in unit trusts	c) join a 'Save As You Earn' scheme
b) put your money under the bed	d) invest in the stock market
7. In which type of investment does another person invest your money for you?

a) The stock market.	c) The 'Save As You Earn' scheme.
b) The deposit account.	d) The unit trusts.

THE SAMARITANS

The Samaritan organisation was established in the 1950's by Reverend Chad Varah. He decided to form this organisation to be able to help people who were thinking of committing suicide. He believed that if the people who wanted to kill themselves had a friend to talk to on the phone, they would probably decide not to commit suicide. People who work as Samaritans don't earn any money. They are volunteers. They are carefully selected and trained so that the highest standards of caring and befriending are achieved. A Samaritan has to be trained because he has to learn how to deal with a person who is in psychological distress since a person who wants to commit suicide cannot think clearly, feels lonely, left-out and hopeless. A Samaritan should know about how to put such a person at ease and make him change his mind. He ought to be able to persuade the person on the other end of the line that killing himself is not the only solution to his problem, that there are alternatives in life, and that life is worth living in spite of all the difficulties. They have to be very careful while talking to the people. They never indoctrinate them or preach at them; that is, they never tell them what they must or should do.

In countries where the telephone is readily available, i.e., where finding a phone is not a problem, a telephone number which is easily remembered is advertised so that people who are likely to take their own lives can find someone to talk to easily.

The Samaritans have developed a very careful publicity programme because they want the public to know that there are people who care and are ready to help them 24 hours a day. They want every person who is about to commit suicide to be able to contact them. In their publicity programmes they tell that the phone calls are always confidential. In other words, the phone calls are kept secret and the Samaritans will not tell other people about the calls and no one else, except for them, will know about the situation.

This organisation has been very successful so far. Between 1983 and 1994, the suicide rate in England and Wales fell from 12 to 7 per 100,000.

Mark the best choice.

1. A person who commits 'suicide' (line 5) _____.
- | | |
|------------------------|-------------------|
| a) kills a person | c) kills himself |
| b) phones other people | d) is a Samaritan |

2. A person who is in 'psychological distress' (line 10) _____.
- doesn't feel hopeless
 - always phones a Samaritan
 - has to persuade other people
 - might think of taking his life
3. When you 'preach' (line 17) at someone, you _____.
- help that person to do certain things
 - let that person do whatever he likes
 - never indoctrinate that person
 - tell him what he should do
4. When something is 'readily available' (line 19), it _____.
- is there for your use
 - does not exist
 - is difficult to find
 - is usually a problem
5. Something that is 'confidential' (line 27) is _____.
- printed in publicity programmes
 - known by everybody
 - not discussed with other people
 - very successful
6. The aim of the Samaritans is to _____.
- select and train people who want to commit suicide
 - make distressed people believe that life is worth living
 - find volunteers to work for them
 - think clearly and not to feel lonely
7. In order to be a Samaritan, you _____.
- need to receive special training
 - need to be able to find someone to talk to
 - don't have to have experience in dealing with people
 - ought to have your name written in publicity programmes
8. Which of the following would you **not** see in a newspaper advertisement for the Samaritans?
- "You can call us any time you want."
 - "We care about you."
 - "Don't feel lonely, you've got a friend on the other end of the line."
 - "Our phone number is 781 4356."

WHAT HAPPENED TO THE DINOSAURS?

A number of different theories have been proposed to explain the death of the dinosaur. We know that about thirty species lived in North America from 120 to 200 million years ago. We also know that the dinosaur was not a very intelligent animal - most dinosaurs had very small brains - and that they lived on earth for 100 million years. What we don't know is why they suddenly disappeared. Obviously something very unusual happened, which caused their death.

There are a lot of possibilities. One is that North America was hit by an enormous drought. However, bones from thirty-five dinosaur species have just been discovered in China, and it has been found out that they died at the same time as the ones in America, so it seems very unlikely that drought was responsible. It was a world problem, not a local one, that killed them all.

The popular idea that human beings killed the dinosaur is also wrong. Humans didn't arrive until a million years ago. Acid rain, surprisingly, is one of the newer theories. It is possible that pollution from acid rain was caused by a meteor crashing into the earth.

Changes in climate might also have been responsible. Either an ice age (there have been two ice ages since then) or an increase in world temperatures could have been enough to kill the dinosaurs. Anyway, there is a lesson here for human beings. If the dinosaurs can all disappear, so can we.

A. What do the following refer to?

1. 'their' (line 7): _____
2. 'One' (line 8): _____

B. Find words in the text which mean the following:

1. very large: _____
2. to fall or strike suddenly: _____

C. Mark the statements as True (T) or False (F).

- ____ 1. Most people agree about why the dinosaurs disappeared.
- ____ 2. Dinosaurs lived more than 100 million years ago.
- ____ 3. Different types of dinosaurs lived in China.
- ____ 4. Human beings killed the dinosaur.
- ____ 5. Drought probably wasn't responsible for the death of the dinosaurs.
- ____ 6. A sudden warming of the earth might have killed them.

THE ELEPHANTS' GRAVEYARD

I'm going to have a very unusual holiday this year. I'm going to photograph elephants in Africa. If you would like to do the same, you'd better book your ticket soon. There won't be any wild elephants in twenty years' time. They'll all be dead, except maybe for a few in nature reserves.

An elephant is a walking bank as far as hunters are concerned. The reason is the price of ivory, which was \$5 a kilogram in the 1960's but is \$50 a kilogram now. As the price went up, the killings started. Elephant populations in eastern Africa started falling and now the total African population is declining fast.

The largest estimate says that there are about 800,000 African elephants. In ten years' time, this figure will be halved if hunting continues as it is now. Another ten years, and the wild elephant will hardly exist.

Sixteen of the thirty-five African countries which have elephants are going to restrict trade in elephant products and some of these are going to start special nature reserves, where elephants are protected. But it may be too late. If the hunting continues on its present scale, the elephant will soon be a thing of the past.

A. Mark the statements as True (T) or False (F).

- ____ 1. The writer is going to have an ordinary holiday this year.
- ____ 2. Almost all of the wild elephants in Africa will become extinct in twenty years if hunting continues at its present rate.
- ____ 3. Elephants are hunted for their ivory.
- ____ 4. The price of ivory has fallen since the 1960's.
- ____ 5. In ten years' time, there will be twice as many African elephants as there are now.
- ____ 6. Some countries are planning to protect the wild elephant.

B. What do the following refer to?

1. 'a few' (line 4): a few _____
2. 'this figure' (line 12): _____

C. Mark the best choice.

1. Line 10, 'declining' means _____.
a) increasing b) finishing c) decreasing d) growing
2. Line 16, to 'restrict' means to _____.
a) encourage b) limit c) start d) end

A NATION OF PET-LOVERS

Julia Elliot discusses the English love of pets.

A recent survey in the United States showed that the average family there spent more money on its pets than on its children. This is a rather shocking statistic. It is possible that Americans are unique in caring for their pets, but the information we have would suggest that the English too do their best to take good care of their pets.

This can clearly be seen when we look at pet foods, which often contain more vitamins than human food. They certainly cost as much. Last year the British public spent two hundred million pounds on pet food alone. It is difficult not to feel sad about this when one thinks what the same amount of money could do for poor or old people, especially when I read about another old person who has left all his/her money to a dog or cat home.

There are a variety of reasons why I, personally, find the popularity of British pets alarming. First of all, they cause physical problems. An example of this is London, where there is great difficulty in getting rid of the mess that dogs leave on the streets. Many people find this funny, but in a number of large cities it is a major problem.

Animals can cause disease, too. It is the threat of rabies - a disease with no known cure - that has made the English government take some measures by restricting animals coming into the United Kingdom.

Another problem is the carelessness of some pet owners. Most little children want a dog or cat. It is only when the 'sweet little thing' has been brought home that parents realize how much time and money must be spent on 'Bonzo' or 'Bulky'. Therefore, many of these owners abandon their pets. Pets which are allowed to run free are not sweet at all. English farmers lose hundreds of sheep a year, killed by someone's pet.

You may think that I dislike all pets, but this is not true at all. We are a nation of pet-lovers. Wouldn't it be better to be lovers of human beings?

A. What do the following refer to?

1. 'its' (line 2): _____
2. 'They' (line 7): _____
3. 'this' (line 9): _____
4. 'they' (line 14): _____
5. 'it' (line 17): _____

B. Find words in the text which mean the following:

1. scientifically collected fact or figure (paragraph 1): _____
2. being the only one of a kind (paragraph 1): _____
3. giving a warning or a feeling of danger (paragraph 3): _____
4. keeping within limits (paragraph 4): _____

C. Mark the statements as True (T) or False (F).

- ____ 1. Most American families seem to pay more for the expenses of their pets than those of their children.
- ____ 2. The writer says that old people always leave their money to homes for pets when they die.
- ____ 3. Parents never let their children abandon their pets.

D.

1. How does Julia Elliott think money spent on pets could be better used?

2. What are the two reasons the writer gives for being alarmed at the popularity of British pets?

- a) _____
- b) _____

BUSINESS GOES GREEN!

Many cities around the world today are heavily polluted. Careless manufacturing processes employed in some industries and lack of consumer demand for environmentally safe products have contributed to the pollution problem. One result is that millions of tons of glass, paper, plastic, and metal containers are produced, and these are difficult to dispose of.

However, today, more and more consumers are choosing 'green'. They think the products they buy should be safe for the environment. Before they buy a product they ask questions like "Will this hairspray damage the ozone layer?", "Can this metal container be recycled or can it be used once?".

A recent survey showed that three out of five adults now consider the environmental safety of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are 'green', that is, friendly to the environment.

Only a few years ago, it was impossible to find green products in supermarkets, but now there are hundreds. Some supermarket products carry labels to show that the product is green.

The concern for a safer and cleaner environment is making companies rethink how they do business. No longer will the public accept the old attitude of "Buy it, use it, throw it away, and forget it". The public pressure is on, and gradually business is cleaning up its act.

A. Mark the best choice.

1. Many people choose green products because they _____.
 - a) are cheaper
 - b) are better made
 - c) don't damage the environment
 - d) are difficult to dispose of
2. Companies are producing more green products because _____.
 - a) they have to pay higher taxes
 - b) they cost less
 - c) consumers want to buy them
 - d) they are easy to produce
3. Nowadays _____ shoppers consider the environmental safety of products before they buy them.
 - a) all
 - b) many
 - c) no
 - d) few

B. What do the following refer to?

1. 'they' (line 9): _____
2. 'hundreds' (line 18): hundreds of _____

C. Find words in the text which mean the following:

1. friendly to the environment: _____
2. use again and again: _____
3. think about: _____

A GREENER WORLD

When Herbert Girardet and John Seymour decided to write *Blueprint for a Green Planet*, they directed their advice at people, not at governments. This is what they wrote:

It is our belief that the planet will only be saved by people acting as responsible individuals. We believe that people are good. If they are shown that their actions are damaging the environment, they will try to be careful.

Unfortunately, many people believe that saving the planet should be left to governments. Yet, governments are only in power for five years and then must put themselves up for re-election.

What, then, can we all do? Here are five rules by which we might all live, part of *Blueprint for a Green Planet*:

1. Be aware and responsible. Don't just believe what is 'on the label' - that was written by somebody trying to sell the stuff! Demand to know how we get things that we use and what effect this has on Nature or our planet.

2. Be moderate. Moderate your demands on the planet. Walk instead of driving. Walking will do you good. It will save fossil fuels, and avoid pollution.

3. Keep things local. Avoid buying products which have been brought from far away. Transport is one of the great polluters.

4. Keep things simple. We do not need the vast complexity of most modern devices. Consider what you really need and be content with that.

5. Try to live less violently. The most savage violence is chemical violence. The soil, our crops and our animals are all being subjected to constant contact with poisonous chemicals. We can do without many of them.

- 30 Pressure groups, such as Friends of the Earth and Greenpeace, are splendid, but they can only exist as a result of the action taken by you and me. We are all there is and we must stop the assault on the life of our planet somehow. We are not apart from Nature, we are part of Nature.

A. What do the following refer to?

1. 'they' (line 3): _____
2. 'their' (line 6): _____
3. 'it' (line 18): _____
4. 'them' (line 28): _____

B. Mark the statements as True (T) or False (F).

- _____ 1. Girardet and Seymour wrote their book for governments, not for individual people.
- _____ 2. Most people don't realize that they are damaging the planet.
- _____ 3. The authors tell us to believe the labels on the things we use.
- _____ 4. The authors are against the complexity of modern devices.
- _____ 5. The authors believe we don't use enough chemicals in our food production.
- _____ 6. According to the authors, the future of the planet is everyone's responsibility.

C.

1. According to the authors, what are the two causes of pollution?

- a) _____
- b) _____

2. Write the names of two ecological pressure groups.

- a) _____
- b) _____

A 90-DAY STRETCH

"Now I've heard it all," sniggered the girl at the travel agency. "Someone who wants to ride a bike all the way across America!"

She shouldn't have been surprised because since 1976, some 12,000 people have done it, riding Bikecentennial's 4,450-mile Trans-America Trail from Oregon to Virginia.

Bikecentennial was dreamed up by four Americans who had cycled from Alaska to Cape Horn. They thought a cross-America route would encourage cycling; and their idea coincided with the 1976 Bikecentennial celebrations, when the US government was handing out money for such worthy projects. The Trans-America Trail was born.

Because the trail follows small roads and only goes through small towns, "you see places and people you'd never see otherwise," said Carol Coutts, an American teacher (and novice cyclist) who tackled the trail. An English cyclist, Norman Hall, found that in Missouri their group "ended up in someone's living room every evening."

The route was worked out with great care, and Bikecentennial's five sectional booklets not only have incredibly detailed maps but also a guide to camp sites and flora and fauna, for those who admire plants and animals. There are 90-day 'package tours' for cyclists who want to travel in a group. (They'll cost about \$1200 next year.)

Bikecentennial's address is Claire Creswell, PO Box 8308, Missoula, MT 59807, USA (tel. 406 721 1776). A free information leaflet is available to anyone who writes; their quite excellent booklets contain advice on preparation for a long tour, as well as route details (for the Trans-America Trail or the five shorter routes).

UK cyclists should be able to take their bikes free of charge on any regular transatlantic flight, if it comes within their 20 kg. baggage allowance (and if it doesn't, you probably have too much luggage for a cycle tour); but always check with the airline first.

A. What do the following refer to?

1. 'it' (line 4): _____
2. 'They' (line 20): _____

B. Mark the statements as True (T) or False (F).

- _____ 1. As cyclists go through small villages, they meet different people.
- _____ 2. If you write to Claire Creswell, you can get an information leaflet.

C. Mark the best choice.

1. Four Americans cycled from Alaska to Cape Horn because they wanted _____

- a) to attend the 1976 Bikecentennial celebrations
- b) to get money from the government
- c) people to celebrate their success
- d) more people to cycle

2. Which of the following is **not** found in the Bikecentennial's booklet?

- a) Route details.
- b) Detailed maps.
- c) Advice on how to prepare for long routes.
- d) Advice on how much luggage a cyclist should take with him.

3. Line 9, 'handing out' means _____

- a) taking
- b) giving
- c) collecting
- d) earning

4. 'Trail' (line 10) is _____

- a) a route planned for a special purpose
- b) a group of cyclists
- c) a train carrying bicycles
- d) a project supported by the government

5. Line 18, 'flora and fauna' means _____

- a) roads and towns
- b) cities and villages
- c) plants and animals
- d) hills and valleys

GLENN CURTIS

Glenn Curtis was born in Hammondsport, New York on May 21, 1878. His father died when he was a boy and Glenn went to work as a telegraph messenger. He became interested in bicycle and motorcycle racing and won a number of trophies. (In 1907 he established the speed record on motorcycle of 137 miles / 220 kilometres - per hour.)

Anxious to get as much power from his motorcycles as possible, Curtis turned his considerable mechanical talents to building motorcycle engines. He became so well known in this area that he was asked to build the engine to power the first airship constructed by the United States government - U.S. Army Dirigible No. 1.

In 1908, Curtis designed and flew an airplane called The June Bug. It had a tail and was controlled by ailerons (hinged flaps on the wings). This feature differed from that used by Wilbur and Orville Wright, which employed a method of twisting wings for flight control. The Wright Brothers claimed that Curtis' ailerons violated their patent on airplane design, and they filed a law suit against Curtis and his company. Years later, a settlement was finally reached but by that time, Curtis's innovations, that is, his new ideas on wing design, had become standard features on aircraft.

On May 29, 1910, Curtis won the \$ 10,000 prize sponsored by the newspaper, *The New York World*, for his flight from Albany to New York City, a distance of 150 miles covered in two hours and fifty-one minutes. The next year, with an airplane which he had equipped with pontoons, he took off from and landed on the surface of Lake Keuka. For his development of this flying boat or hydroplane, Curtis received the Langley Medal from the Smithsonian Institution.

Both the army and the navy used Curtis' machines. During World War I, the Curtis factories in Hammondsport built the famous Jenny (JN-4) training planes and liberty engines. At the peak of the war, Curtis was supplying military planes to Great Britain and Russia as well as to the United States. After the war ended, his plane, The Wasp, established new records for speed, rate of climb, and altitude. He built a series of flying boats for the navy and the first airplane to cross the Atlantic.

In 1929, the Curtis Aeroplane and Engine Company merged with the Wright Aeronautical Corporation, forming the Curtis-Wright Corporation. Glenn Curtis served as one of the directors of the new company and Orville Wright was a consultant. The bitter rivalry between the Wrights and Curtis, pioneers in aviation, thus came to an end. The following year, Glenn Curtis died.

A.

1. Line 2, 'he' refers to _____
2. Line 8, 'this area' refers to _____
3. Line 16, 'they' refers to _____
4. Line 18, 'innovations' means _____

B. Mark the best choice.

1. Glenn Curtis held a speed record for _____
 - a) flying boats
 - b) bicycles
 - c) motorcycles
 - d) speedboats
2. Curtis' first work in aviation was with _____
 - a) twisting wings
 - b) hydroplanes
 - c) dirigibles
 - d) The June Bug
3. Curtis' June Bug was unusual because of its _____
 - a) twisting wings
 - b) ailerons
 - c) gasoline engine
 - d) steam engine
4. Curtis was awarded the Langley Medal for developing the _____
 - a) training plane
 - b) Army Dirigible No. 1
 - c) hinged flap
 - d) flying boat

C. Mark the statements as True (T) or False (F).

- ____ 1. During World War I, Curtis made planes only for Great Britain and Russia.
- ____ 2. Glenn Curtis died in 1929.

FLYING GRANDMOTHER

An Interview with Theda Beningsfield

In Raytown, Missouri, there lives a woman named Theda Beningsfield. She has a husband, two children, seven grandchildren and a busy life.

What makes this grandmother so unusual?

- 5 *When I first started flying, many members of the family thought I had completely lost my mind. I didn't start to fly until I was 48 years old. In the ten years I have been flying, I got a private licence, a commercial licence and an instructor's classification. After that first 30-minute lesson, I didn't know whether I would ever get a licence, but*
10 *still I wondered whether I could solo that airplane; whether I would really have enough courage, enough knowledge and ability. When the big day came and the instructor said, "All right, you can solo," would I really be able to go off myself or would I just grab him around the neck and say, "Don't leave me!"?*

- 15 *Mrs. Beningsfield has part-time employment in a doctor's office. Her job gives her the opportunity to work with people. She also likes to keep busy by doing work for charity organisations.*

- 20 *Well, yes, I am the president of the Union City Mission Auxiliary. The Union City Mission has been gathering clothes and food for needy people in the Kansas City area for 50 years.*

Well, back to flying....

- 25 *I feel that aviation is a real challenging thing; it is a real fun thing. I tell people that if they want to learn to fly they can learn to fly, if they really want to do it.*

- 30 *The goal that we all have as flight instructors, of course, is making a flight safe. And the thing that will be uppermost will be the decisions that the trainees will have to make: decisions about weather, distances, deciding that they are familiar with their aircraft. Every time I go into the air, there is something that I learn, and I do not believe that when you are flying, you can sit back and let some of these things pass by. You just have to keep learning. And then I just think, well, how wonderful it is that someone came up with this airplane that would put me up here in the air, because it is a beautiful thing to fly, really.*

A. What do the following words refer to?

1. 'it' (line 22): _____
2. 'do it' (line 24): _____
3. 'they' (line 28): _____

B. Find words from the passage which mean the following. (Write one word only.)

1. to fly alone: to _____
2. poor: _____
3. good chance: _____
4. most important: _____
5. aim: _____

C. Mark the statements as True (T) or False (F).

- _____ 1. Theda Beningfield started to fly when she was 48 years old.
- _____ 2. After the first 30-minute lesson, Theda Beningfield got a pilot's licence.
- _____ 3. When flying, Theda Beningfield sits back and lets things pass by.

D. Look at the sentences from the passage and match the information in the two columns.

- | | |
|--|---|
| _____ 1. Theda Beningfield has the opportunity to work with people | a) which gathers clothes and food for needy people. |
| _____ 2. Theda Beningfield is the president of the Union City Mission Auxiliary, | b) who is a licensed pilot with a private licence, a commercial licence and an instructor's classification. |
| _____ 3. Theda Beningfield is a grandmother | c) because she has a part-time job in a doctor's office. |

PROPRIETARY SCHOOLS

Proprietary schools are privately owned vocational schools. That is, they offer practical training which will help students get a well-paying job. They are interested most in satisfying their customers - the students. To remain in business they must give students what they want to learn - at a fair price. The students themselves normally pay for the cost of the training. Generally, the training lasts from six months to one year.

In the United States, proprietary schools number about 10,000 and that number is growing to meet increasing needs. Courses in proprietary schools include training not only in business and technical skills but also in self-improvement such as painting, crafts, speech and physical development. At present, the field with the most students is cosmetology, with nearly 3,000 schools in operation.

Teachers in proprietary schools generally work longer hours for less pay than in public schools. However, the quality of instruction is high because teachers work closely with students. Some schools ask students to evaluate the teachers. Proprietary schools emphasize applied rather than theoretical knowledge. They often are willing to experiment with new ideas in their teaching. The teachers themselves come from the real world of work. Most of them are professionals and they know what the students will need on the job.

Courses are given in short segments. This helps to give the students a sense of accomplishment. In other words, they achieve what they want in a short time. Automated education is used with success and team teaching is common.

The student, of course, is interested in the result. Will he get a good job? Generally, most of them do and this can be counted as success in education!

A. What do the following refer to?

1. 'They' (line 3): _____
2. 'they' (line 4): _____
3. 'them' (line 20): _____
4. 'do' (line 27): _____

B. Mark the best choice.

1. Line 3, 'satisfying' means _____.

- a) training
- b) pleasing
- c) questioning

2. Line 6, 'lasts' here means _____.

- a) continues
- b) finishes
- c) remains

3. Line 23, to 'achieve' here means to _____.

- a) bring
- b) get
- c) buy

C.

1. Who pays for training in proprietary schools?

2. What do the courses in proprietary schools include?

- a) _____
- b) _____
- c) _____

3. What is the most popular field of study today?

4. Why are courses given in short segments?

VEGETARIANISM

Good food is a celebration of life, but it seems strange to me that in order to live we have to kill. That is why I do not eat meat. I see no need for killing.

5 There are increasing numbers of people who, like myself, no longer want to eat meat, fish and poultry and are turning to a vegetarian diet. Certainly we do not have to kill to feed ourselves. All the proteins, vitamins and minerals that we need in order to live and to be healthy are easily available in the endless variety of plant life, and in those gifts animals give us painlessly, such as milk and eggs.

10 Many of us are turning to vegetarianism in our own interests, which are the interests of all human beings, because millions of people on this planet are dying of hunger, but food which could keep them alive is used for animals which grow fat only to be killed and eaten by the richer nations of the world.

15 In recent years, dramatic new reasons have made people think again about what they eat. More and more foods have now become the products of factories rather than farms. Chemicals "improve" the appearance of foods and make them keep longer. Animals and poultry are treated with sex hormones to make them grow faster - and, of course, to increase profits. The results are unknown dangers to human consumers, including the possibility of various types of cancer.

20 Industrial societies have pumped poisonous chemicals into rivers and seas. Eat fish and you eat these poisons, too... But this is a book about pleasure, not pollution. I hope that even if you are still in the habit of eating meat and fish, you will try some of the different ways and means of cooking here. You might even find yourself happily becoming a vegetarian, too.

25 People often ask me, puzzled, how vegetarians eat. Their puzzlement is real. They think of their own meals without the meat and think "how awful". But in fact their meals are pretty awful anyway: dull, unimaginative, boring. Even in 'good' cooking, variety is usually found only in the main course, usually meat or fish. Things like salads, vegetables and bread are of little importance and are the same every time. This standard meal is served with little change from day to day and week to week.

30 Soup, 'main course', salad, dessert: this is the unchanging order of the standard meal. The first thing to do when thinking of vegetarian cooking is to forget these stereotyped ideas. Vegetarian cookery is rich and varied, full of many marvellous dishes with a character all their

- 40 own. A vegetarian meal does not have to have a 'main course': it can be made up of several equally important courses, or of several dishes served at the same time.

A.

1. What is the author's own reason for being a vegetarian?

2. According to the author, what reasons do people have for becoming vegetarians?

- a) _____
b) _____
c) _____

3. State one difference between a standard meal and a vegetarian meal.

B. Mark the best choice.

1. Line 5, 'poultry' means _____.

- a) cattle and sheep b) farm birds such as chickens c) vegetables

2. If something is 'available' (line 8), you are able to _____.

- a) obtain it b) see it and hold it c) do it without difficulty

3. If you are 'puzzled' (line 28), you are _____.

- a) very eager to try out something new
b) confused because you don't understand something
c) enthusiastic about learning something

4. Where do you think the text is from?

- a) The autobiography of a vegetarian.
b) A newspaper article on vegetarianism.
c) The introduction to a book about environmental problems.
d) The introduction to a vegetarian cookbook.

THE OZONE LAYER

The end of the human race cannot be put before the interests of aerosol manufacturers. This important decision was reached by the top brains of twenty-four countries in Montreal this September. It was a historic decision, because, for the first time, governments from different countries all over the world put aside political and national differences to ensure that pollution does not bring disaster on the multinational companies which are causing it.

In 1985, a hole the size of the United States appeared in the ozone layer above the Antarctic. Without the ozone layer, more UV-B rays from the sun penetrate the atmosphere with various inconvenient results, such as a massive increase in skin cancers, reduced crop productivity, depletion of fish stocks, and climate changes resulting in floods and famine.

The scientists rushed to the conclusion, over the next few years, that the depletion of the ozone layer was due to chemicals known as chlorofluorocarbons, or CFCs, which are used in such things as aerosols, hamburger packaging and refrigerators.

Most scientists agree that a reduction of 85 per cent in CFC emissions is needed immediately - just to stabilise conditions. In Montreal, however, the top brains from twenty-four countries decided on a reduction of only 50 per cent, and then not until 1998.

Moreover, they were talking only about consumption of CFCs. In fact, they've actually agreed to let the big companies increase their production of CFCs.

I'm sorry, I'd better repeat that. Faced with the extinction of the human race by depletion of the ozone layer owing to the manufacture of CFCs, the top brains of twenty-four countries agreed to increase the production of CFCs.

But who cares? As the Secretary of the Interior of the United States put it, 'So what if the ozone layer does go? We'll all just have to wear hats, dark glasses and barrier cream whenever we go out-of-doors.'

A.

1. Lines 2-3, 'the top brains' probably means _____.
2. Line 7, 'it' refers to _____.

B. Mark the best choice.

1. The author sympathizes with _____
 - a) the aerosol manufacturers
 - b) the governments
 - c) the human race
 - d) the multinational companies
2. Which of the following is not a result of UV-B rays from the sun without the ozone layer?
 - a) Increase in skin cancers.
 - b) Reduction of crop productivity.
 - c) Climactic changes.
 - d) Increase in the use of CFCs.

C. Mark the statements as True (T) or False (F).

- _____ 1. The hole in the ozone layer is as big as the area of the United States.
- _____ 2. In Montreal it was decided that a reduction of 50 percent in the use of CFCs would start immediately.
- _____ 3. According to the author, the Secretary of the Interior of the United States really cares about the ozone layer depletion problem.

D. Complete the following.

1. According to the text, the human race will be extinct because of _____
2. CFCs are used in _____ and _____
3. It can be understood from the text that until 1998 there will be a(n) _____ in the production of CFCs.

A HOLIDAY BROCHURE

This is an extract from the holiday brochure of a travel agency organising tours from Great Britain to Russia.

HOW TO BOOK

- Our staff at the Intourist Moscow Ltd. will be pleased to help you choose your holiday, make your reservation and give you any general advice you may need. It is advisable to telephone our Reservations Dept. 01-580 1221 to be sure that the holiday is not fully reserved. Bookings should be accompanied by a deposit of £35 per person, plus £11 (but £ 20 for cross-country skiing) for insurance. When we receive your booking form and deposit, a confirmation will be sent to you. You will get this letter, which will finalize all the arrangements, within 7 days.

TRAVEL DOCUMENTS

- As soon as your account is fully paid, your air tickets, travel documents, tourist visa, customs declaration form and luggage labels will be sent to you by first class post approximately 7-10 days before departure.

REDUCTIONS FOR CHILDREN

- For children accommodated in their parents' room, the following reductions apply:

Aged 2-11 years included (at time of travel) - 25 %

Children under 2 years of age - 50 %

(transportation cost only, food costs to be paid direct to restaurant)

- The extra accommodation consists of a folding bed in the parents' room. We regret that it is not possible to provide cots for very young children.

SINGLE ROOMS

- A supplementary charge should be paid for single room accommodation. This extra payment is £9.50 per person per night. Passengers travelling alone who request shared accommodation in a twin-bedded room should indicate this request on the booking form. If no one is available for shared accommodation until the date of travel the extra payment will be £4.75 per night only and we will allocate single accommodation.

VISAS

- 35 For a holiday in Russia, you will need a valid passport and a Russian tourist visa, which is obtainable through us. The visa is a separate document and no stamps or entries are made in your passport.

We are authorised by the Consulate of Russia in London to obtain tourist visas for our customers. Our visa service fee of £4 per visa includes our special daily service to the Russian Consulate, clerical work and delivery of your visa. The following documents are required to obtain your visa:

- 40 a) 3 identical passport-size photographs, affixed to passport and application form.
- 45 b) Clear photocopies of the first 5 pages of your passport.
- c) Visa application form properly filled in and signed.

Important:

Do not send us your passport or any request for a visa until we provide you with the visa application form and detailed instructions.

50 REFUNDS & COMPLAINTS

No refunds can be considered under any conditions, i.e. repayment not possible if passengers are unable to travel. Any complaints while travelling can be made immediately to the local Intourist branch, hotel management, service bureau or to your Intourist guide. We shall do our best to settle any problem to your satisfaction.

A. Mark the best choice.

1. A 'confirmation' (line 10) is probably _____.
- a) a holiday abroad
- b) a letter making arrangements definite
- c) a kind of insurance money
- d) the general advice you get
2. Line 25, 'cots' are probably _____.
- a) reductions for children
- b) vehicles for young children
- c) beds for children
- d) expenses of food
3. A 'supplementary charge' (line 28) is probably _____.
- a) a single room
- b) a request for a twin-bedded room
- c) an additional payment
- d) shared accommodation

4. To 'allocate' (line 33) probably means to _____.
- a) travel alone b) share c) ask for d) give

Line 43, 'affixed' probably means _____.

a) delivered b) obtained c) signed d) attached

Line 51, 'refunds' are probably _____.

- a) the money returned to you
- b) difficulties of travelling
- c) things like a passport or visa
- d) complaints made while travelling

B. Mark the statements as True (T) or False (F).

1. To go skiing, you have to pay £11 for insurance in addition to your deposit.
2. Anyone older than eleven years old is not considered a child and so won't get a reduction on the cost of this holiday.
3. If no one is available to share a twin-bedded room with a single passenger, the passenger pays an extra £ 4.75 per night.
4. The visa stamps and entries are made in the passport of the passenger.
5. To apply for a visa, you should wait until the application form and detailed instructions are sent to you.
6. The only place where you can make a complaint about the tour is the local Intourist branch.

C. Fill in the blanks.

1. If you want to make a reservation, the number you should phone is _____.
2. 7-10 days before you depart, you will receive your tickets, customs declaration form, tourist visa, _____ and _____.
3. For children under two years of age, 50 % reduction is applied to _____.
4. When children stay in the same room as their parents, they sleep in _____.
5. The visa fee includes the daily service to the Russian Consulate, _____ and _____.
6. While applying for a visa you need the photocopies of _____.

THE CONSUMER SOCIETY

Everyone wants the best for a baby. A mother wants her baby to have the best in the way of food, toilet preparations (baby lotions, etc.), clothing and equipment. Most of the time she fails to use her common-sense when it comes to buying for a baby, especially the first one. Far more is spent on buying prams, push-chairs, special milk, and special powders and lotions for small babies than is necessary. Manufacturers and advertisers recognise this, and exploit it to the full. They take advantage of this weakness of a mother and in this way try to increase their sales as much as possible.

The child himself watches television, a particularly strong influence on small children. He finds television commercials and children's programmes equally attractive and is affected by the suggestions and guidance of both. Early in life the child begins to feel that if something is said on television it must be true.

For this reason, most Christmas present advertising, and advertising for sweets, cereals, food, washing powders, is geared to children because of the effect their repeated demands can have on their mothers. By exercising choice in this way, they become consumers at an early age and it is likely that choosing and buying goods and services will remain an important part of their future lives.

- A.
- Line 5, 'one' refers to _____.
 - Line 13, 'both' refers to _____.
 - Line 18, 'they' refers to _____.
 - Line 7, to 'exploit' means to _____.
- B. Mark the best choice.
- Line 16, to be 'geared to' probably means to be _____.
a) chosen by b) designed for c) advertised for d) consumed by
 - The main idea of the passage is that _____.
a) more money than necessary is spent on baby stuff, such as prams, push-chairs and special milk because of advertising
b) the influence of television is important in that children think what they watch is true
c) as well as mothers, children also have an important role in the society as consumers and are affected by advertising
d) advertisers and manufacturers are aware of the fact that mothers buy too many things for their babies
- C. What will have an important place in a child's future life?

THE ELIZABETHAN GRAMMAR SCHOOL

Schoolchildren have always grumbled about having to go to school, but they have an easy life today compared to their ancestors in Shakespeare's time. In those days, as the timetable for a typical Elizabethan grammar school indicates, children used to get up very early to be in their places in class in time for the first lesson at six o'clock. During the day they had three breaks, but altogether they spent over nine hours a day at their lessons, six days a week, including Saturdays, and had only one afternoon off for games. To us, it seems incredible that teachers found it necessary to justify the rest periods to parents, who often thought they were a waste of time!

When they first went to school, children were taught to read, write and count. But in later years teachers used to devote almost all the time to two subjects, Latin and rhetoric, the art of self-expression in one's own language. Modern educationalists and today's children would have been horrified by not only the monotony of the teaching method but also the competitive nature of the school and its discipline.

Teachers encouraged children to arrive on time in the morning. When they arrived, the teacher would place the first students who came to class at the front seats and the last who came had to sit at the back of the class. But the children used to change places in the course of each day, because those who failed to answer a question were sent to the back. Discipline was a controversial subject among teachers, but the argument was not about whether children should be physically punished, as it has been in recent years, but about how often they should be beaten and for what reasons.

We do not know for certain what Shakespeare, the most remarkable pupil of one of these schools, thought about the subject. In one of his plays, however, he has a Latin lesson, where the pupil, a small boy called William, shows more common-sense and imagination than the teacher. According to his friend, Ben Jonson, Shakespeare was not very good at Latin or Greek. Jonson does not say anything about Shakespeare's performance in rhetoric classes, but he must have been exceptional at rhetoric. Nevertheless, he would surely have been happier in a modern school, where children are encouraged to develop

Timetable

6.00 - 9.00	Lessons
9.00 - 9.15	Break
9.15 - 11.15	Lessons
11.15 - 1.00	Lunch Break
1.00 - 3.00	Lessons
3.00 - 3.15	Break
3.15 - 5.30	Lessons
5.30	Prayers

40 their gifts for self-expression, instead of learning all the names of the rhetorical techniques by heart.

A. What does the following refer to?

'they' (line 15): _____

B. Mark the best choice.

1. Line 32, 'the subject' refers to _____.

- a) the Latin lesson c) being a remarkable student
- b) discipline d) having common-sense and imagination

2. When you grumble (line 2) about something, you _____.

- a) have to do it c) complain about it
- b) find it easy to do d) compare it to something else

3. A 'controversial' (line 27) subject is one which _____.

- a) punishes children c) causes discussion
- b) everybody agrees on d) causes discipline problems

4. The first paragraph is mainly about _____.

- a) Shakespeare's time compared to today's world
- b) Elizabethan grammar school timetables
- c) the attitudes of teachers and children in Shakespeare's time
- d) children going to Elizabethan grammar schools

5. Today's educationalists would have _____.

- a) been horrified by the lack of discipline at the schools in Shakespeare's time
- b) found the dullness of the Elizabethan teaching system shocking
- c) been delighted by the competitive nature of the Elizabethan schools
- d) enjoyed teaching Latin and rhetoric in Shakespeare's time

6. What determined the place of a student in an Elizabethan school?

- a) The number of seats at the front and back of the class.
- b) Teachers' preferences for physical punishment.
- c) The type of class and the rest periods.
- d) The time of arrival in class and the ability to give correct answers to questions.

C. Mark the statements as True (T) or False (F).

- _____ 1. In Shakespeare's time, although students had three breaks during the day, they had a very busy schedule to follow.
- _____ 2. In an Elizabethan school, reading, writing, counting, Latin and rhetoric were considered equally important.
- _____ 3. In the past, teachers believed that physical punishment was necessary for disciplining children.
- _____ 4. Shakespeare was exceptionally good at self-expression as well as Latin and Greek.
- _____ 5. In today's modern schools, rhetoric is taught in the same way as in Shakespeare's time.

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ONE WOMAN'S RACE ACROSS ALASKA

Although Susan Butcher was born in Cambridge, Massachusetts, her love of the outdoors and dogs took her to Alaska in 1975. After three years of training a team of dogs, she entered the Iditarod - a 1,000-mile dog-sled race from Anchorage to Nome. She finished nineteenth, then ninth in 1979, and fifth in 1980 and 1981. In 1982, she was determined to win. This is what she wrote in her diary during the race:

Tekla, my most experienced dog, is limping, too tired to go on. I know he has reached his limit. Tears roll down my cheeks. This dog, who led my team all the way in my first three Iditarods, who has saved my life more than once, now has to be left behind.

A wrong turn in a heavy snowstorm the first day of the race has taken me 20 miles out of my way. The four hours lost in getting back on the trail (route) have put me far behind the front-runners.

With only 11 of my original 15 dogs left, I start out again for Nome, still 938 miles away. In these first two days on the trail, I have had only four hours of sleep.

After a 24-hour rest at Rohn and four hot meals, my determination to stay in the race is stronger than ever. The falling snow grows heavier, completely covering the trail, but I keep going. I catch up with the leaders, who have lost their way and are waiting for daylight. For four and a half days and 353 miles, we take turns in finding the way through the deep snow.

At the village of Ruby, the weather improves, but only temporarily. The sky is clear, but the temperature drops to 45 degrees below zero as I start out alone down the frozen Yukon River. If I stay too long on the sled, I risk

serious frostbite. Jogging too long behind it can damage my lungs. So I alternate between running and riding the sled.

A raging storm moves in, burying the trail. Those of us in the lead must work together again to break the trail. After 50 miles, we find shelter for the night.

Another day's travel brings us to Unalakleet. The weather worsens. Winds rise to 60 miles an hour. Visibility drops to near zero. My eyelashes freeze shut and so do the eyelashes of my dogs. I stop often to clear their eyes and check their feet.

I reach Shaktoolik late that night with a frostbitten face. When I wake up the next morning, the winds are gusting up to 80 miles an hour, and the snowdrifts are 30 feet high. I wait for four days in the village before the storm ends.

Only 231 miles to go, but all of them difficult. We push through the continuing storm. Seven lead teams are travelling close together. Another dog on my team must drop out, and I have just nine dogs left.

Thirty miles to go. I am in fifth place behind Rick Swenson, Jerry Austin, Emmitt Peters, and Ernie Baumgartner. The final push is on.

I pass Ernie and pull away. I pass Emmitt, but he stays right behind me. Only 22 miles now. "Go! Go! Go!" I shout to my dogs. I soon outdistance Emmitt and pass Jerry. My hopes brighten. But there's still Rick, barely visible in the distance. He beats us into Nome by 3 minutes and 43 seconds. The race has lasted 16 days.

Now I have only one dream to go: to be Number One.

A. Below, there is a list of the events in this article. Study the list and mark the choice that gives the correct order of the events.

- ___ a) The weather worsened with higher winds and poor visibility.
- ___ b) Susan arrived in Nome.
- ___ c) Susan had eleven dogs left to continue the race.
- ___ d) Susan was in fifth place.
- ___ e) The leaders took turns in finding the way through the deep snow.
- ___ f) Susan left behind her most experienced dog.
- ___ g) Susan waited for several days in a village.

i) f, e, c, a, g, b, d

ii) c, e, a, g, f, d, b

iii) f, c, e, a, g, d, b

iv) c, f, a, g, d, b, e

B. Fill in the blanks.

1. When Susan got lost on the first day of the race, it took her four hours to _____.
2. During the race, Susan sometimes ran and sometimes rode the sled to avoid _____ and _____.
3. When there were twenty-two miles left to finish the race, there were _____ ahead of Susan.

C. Mark the best choice.

1. Tekla was special for Susan because _____.
 - a) he couldn't go on with the race and had to be left behind
 - b) he had taken part in all Susan's previous Iditarods
 - c) Susan had once saved the animal's life
 - d) he had reached his limit although he was the most experienced dog on the team
2. At the village of Rohn, _____.
 - a) the leaders of the race lost their way
 - b) the race was interrupted because of the heavy snow fall
 - c) the leaders were waiting for daylight to continue the race
 - d) Susan had a chance to regain her strength
3. Which of the following is **not** true?
 - a) Susan first raced in the Iditarod in 1978.
 - b) Susan's dream of winning the race came true.
 - c) Susan spent several days in Shaktoolik until the weather improved.
 - d) Six of Susan's dogs dropped out along the way.

PHOBIAS

Three people talk about their experiences of 'phobias'.

The phone rang at midnight. There was a frantic voice on the other end. "I know it's late. But it's urgent. Please come round." My friend was standing miserably in the hallway of her flat, pointing towards a closed door. "It's in there, please do something, but be careful, it's really large." I opened the bathroom door carefully not knowing what to expect, and there was a peaceful little spider in her bath.

"Going up in the lift doesn't worry me, but some of our offices have large windows and I feel as if the ground is coming up towards me, making me want to jump. I tried explaining my fear of height to another girl in the office, but she laughed at me and told me not to be so silly. I know it's silly but I can't help it. I'll do anything to avoid going into those offices - I even stayed at home once because I didn't want to go to a meeting in there."

"I wasn't at all afraid of flying at that age, but I remember that it was a very bad flight. There was lots of turbulence; even the cabin crew were falling about. I was frightened for the whole journey.

If I look up and see a plane and think about flying, my heart starts beating faster. When I'm actually on a plane, I feel sick and physically stop myself from standing up and screaming. The only way I can cope with it is to pretend it's not happening to me. I sit rigid, next to the aisle, staring at the seat in front. I can't look out of the window. I count the number of seats - anything to avoid acknowledging the fact that I'm flying. It's so unnatural to be thousands of metres up with all that open space around you."

A. Write the name of the fear described by each person.

1. _____
2. _____
3. _____

B. What do the following refer to?

1. 'there' (line 4): _____
2. 'it' (line 4): _____
3. 'those offices' (line 12): offices with _____
4. 'all that open space around you' (lines 22-23): _____

C. Mark the best choice.

1. Line 1, 'frantic' probably means _____.
 - a) soft
 - b) worried
 - c) happy
 - d) bored
2. The person in the second passage _____.
 - a) jumped out of the window once
 - b) has a fear of going up in a lift
 - c) works in a place that has offices with large windows
 - d) talked with a man in his office about his fear
3. When the person in the third passage is on a plane, _____.
 - a) he counts the number of seats
 - b) he watches the clouds
 - c) his heart starts beating fast
 - d) he stands up and screams

THE HAUNTED HOUSE

Although the house needed decoration and repair, the Longs decided to buy it. It was rather big, the price was very low and it was in the centre of London. Both Mr. and Mrs. Long had jobs in the city, so this was important. There was also a good school nearby for their six-year-old daughter, Jane, to go to. Some time later, they learnt about the owner of the house and the terrible things that happened there.

The first sign of trouble came just before they moved in. The workmen who did the redecoration refused to work in the house after dark. "I'm frightened", one of them said. Then, when the Longs started living in the house, they noticed that the rooms were cold, even though it was the middle of a warm summer. Their daughter began waking up in the middle of the night, screaming. She said she could hear strange voices and that they belonged to dead people. The voices told her that somebody had killed them in the house and buried their bodies in the garden. "At first we thought she was just having nightmares, but then my husband and I heard strange noises, as well," Mrs. Long says. Sometimes, they both heard more than just strange noises. "One night, just before George and I went to bed, we heard a woman's voice that seemed to come from nowhere. It said only a few words, 'No, no! Stop!' But we both heard it very clearly", Mrs. Long says. Shortly after this, Mrs. Long learnt from a neighbour more about the history of the house. It once belonged to Gordon Taplow, who hanged himself in prison. They say that he murdered three women in the kitchen of the house and dismembered their bodies. Then he buried the various pieces of the bodies in different parts of the garden. After his arrest and death in 1959, many people bought and sold the house several times, but nobody ever lived in it for very long. Months, and even years, passed without anybody living in it at all. Mr. and Mrs. Long think that they know the reason for this. "Although nobody has found the bodies of the three women in the garden, he must have buried them somewhere. Therefore the house is haunted by their ghosts. My husband and I are not superstitious but what other possible explanation is there?"

A. What do the following refer to?

1. 'this' (line 3): _____
2. 'their' (line 31): the ghosts of _____

B. Mark the best choice.

1. The Long family wanted to buy the house because _____.
 - a) Jane didn't want to go to school
 - b) it needed decoration and repair
 - c) of its size, cost and position
 - d) it was a haunted house
2. One night Mr. and Mrs. Long heard _____.
 - a) some strange noises only
 - b) a strange and clear voice
 - c) noises from the kitchen
 - d) a neighbour screaming "No, no! Stop!"
3. Which of the following is true about Gordon Taplow?
 - a) His ghost appeared in the house.
 - b) He sold the house in 1959.
 - c) He lived in the house with three women.
 - d) He committed suicide.
4. Which of the following is **not** true?
 - a) Working in the house after dark frightened the workmen.
 - b) Jane heard dead people's voices and woke up screaming.
 - c) Nobody bought the house after the death of the three women.
 - d) The rooms were cold in the middle of a warm summer.
5. Line 15, 'she was just having nightmares' probably means 'she was _____.
 - a) seeing terrible events in her dreams
 - b) not able to get to sleep
 - c) telling stories that she heard from her friends
 - d) producing strange voices and making noise
6. Line 24, 'dismember' probably means _____.
 - a) wash carefully
 - b) tie with clothes
 - c) lock in a room
 - d) cut into pieces
7. Line 32, 'superstitious' people _____.
 - a) usually buy historical houses
 - b) believe in ghosts and haunted places
 - c) find a possible explanation for strange events
 - d) want to know everything about their neighbours

WHITE LIES

Do you ever give excuses that are not really true? Everybody tells lies - not big lies, but what we call 'white lies'. The only real questions are about when we lie and who we tell lies to. A recent study showed that people often tell 'white lies'. Here are some ways they do it.

Lying to hide something: People usually lie because they want to hide something from someone. For example, a son doesn't tell his parents that he is dating a girl because he doesn't think they will like her. Instead, he says he is going out with his friends.

Giving false excuses: Sometimes people lie because they don't want to do something. For instance, someone invites you to a party to which you don't want to go because you think it will be boring. Therefore, you say that you are busy and can't come.

Lying to make someone feel good: You often don't tell the truth to make someone feel good. To illustrate, your friend cooks dinner for you, but it tastes terrible. Do you say so? No! You probably say, "Mmm, this is delicious!"

Lying to hide bad news: There are times we don't want to tell someone bad news. For example, you have just had a very bad day at work, but you don't want to talk about it. Hence, if someone asks you about your day, you just say everything was fine.

Telling white lies isn't really all bad. Most of the time people do it because they want to protect a friendship.

A. Mark the statements as True (T) or False (F).

- ___ 1. Giving false excuses is a common habit.
- ___ 2. People frequently lie because they want to keep something a secret.
- ___ 3. Young men go out with their friends when their parents don't like their girlfriends.
- ___ 4. People usually lie because they think something will be boring.
- ___ 5. People lie about the taste of a meal so that they don't have to eat it.
- ___ 6. White lies are mostly told to protect a friendship.

B. Mark the best choice.

1. People sometimes hide bad news because they don't want _____.
 - a) anyone to know about it
 - b) to talk about it
 - c) to be boring
 - d) to hurt their friends
2. Which of the following is **not** mentioned in the text?
 - a) Lies are sometimes told to make others feel good.
 - b) Telling "white lies" isn't a bad habit.
 - c) People lie when they don't want to hear bad news.
 - d) Studies have been done on lying.
3. In this text, the author mainly wants to say that _____.
 - a) people frequently tell "white lies"
 - b) people lie to protect a friendship
 - c) 'white lies' don't hurt anyone
 - d) 'white lies' are told in different ways
4. Which of the following could be an alternative title for this text?
 - a) The Truth About Lying
 - b) The People We Lie To
 - c) How to Feel Good by Lying
 - d) Friendship and Lies

THE DIRTY OLD MAN OF EUROPE

Acid rain is one of the most serious problems for the environment. It is caused mainly by power plants that burn coal to produce electricity. The smoke from these power stations contain high levels of sulphur dioxide and nitrogen oxide, which mix with the moisture in the air and fall to the soil in the form of rain or snow.

Acid rain causes damage to buildings, farms and fisheries, forests and lakes and to human health. The British government has done little to reduce the damage caused by acid rain in the last few years. This damage costs the European Community more than \$12 billion every year. Environmentalists have discovered that Britain is responsible for the greatest amount of European air pollution, but the government has only recently decided to take any action.

When acid rain falls onto soil, it absorbs the aluminium from the soil and carries it into rivers and lakes. In June 1988, a report in *The Observer* suggested a connection between senile dementia, weakness of mind, and aluminium in drinking water in many parts of England and Wales.

When it falls onto plants (including trees), acid rain causes chemical imbalances, resulting in death. In 1985, a survey by the Friends of the Earth discovered that more than two thirds of the trees examined had suffered from the effects of acid rain.

Britain, and especially the Central Electricity Generating Board (CEGB), is the largest single polluter of European air. The power stations around Selby give off more sulphur than Portugal, Norway, Ireland and Switzerland together. According to the Friends of the Earth, more than 70 percent of British sulphur emissions fall outside Britain because of the air movements from the British Isles to continental Europe. This is one of the reasons for the acid rain in Europe.

Other European nations have seen the damage and have started to act. They have formed a club which is trying to reduce the sulphur emissions by 30 per cent by the year 1997. Britain, however, has constantly refused to join this club although the cost of the reduction would only be about £2 billion over ten years. If the government does not take action very soon, there will be a crisis in the European ecology in the near future.

A. Mark the best choice.

- Line 13, 'absorbs' means _____
 a) damages and destroys
 b) collects and holds
 c) has a large number of
 d) reduces the amount of

2. Which of the following is **not** true?

- Sulphur pollutes the air severely.
- Sulphur emissions are largely due to power stations.
- Sulphur in the air falls onto soil as dust.
- Sulphur emissions cause acid rain.

B. What do the following refer to?

- 'it' (line 14): _____
- 'They' (line 30): _____

C. Mark the statements as True (T) or False (F).

- The European Community spends more than \$12 billion each year trying to cure people who suffer from illnesses because of acid rain. _____
- The British government has been taking effective measures against air pollution for a long time. _____
- According to a report, the aluminium in drinking water may result in an illness which causes weakness of mind. _____
- Portugal, Norway, Ireland and Switzerland together pollute the air as much as Britain does alone. _____
- The European ecology is in danger unless the British government takes measures immediately. _____

D.

- Who is the "Dirty Old Man" in the title?

- Why do trees suffer from acid rain?

- What is the purpose of the club formed by the European nations?

FOOD ADDITIVES

Our bodies depend on the food we eat to function normally. But how many of us know what we are eating? We might think, for example, that a packet of vegetable soup only contains dried vegetables. However, this is not the case. It also contains additives. These are put into food for a number of reasons, and are grouped according to what they do.

There are four main groups: preservatives, which prevent the growth of micro-organisms which would spoil the taste or make the food dangerous to eat; anti-oxidants, which stop the food from becoming spoiled as a result of contact with air; stabilisers and emulsifiers, both of which make sure that the ingredients mix and do not separate out again; and colouring agents which colour the food in order to make it look more attractive.

A typical packet or tin of vegetable soup will contain additives from all these groups. And it's not just packaged convenience foods that contain additives. Cheese, carbonated or fizzy drinks, margarine, biscuits, jam, tinned fish also contain them. In fact, any factory-made food does so.

In several countries, the use of food additives is controlled by government regulations. The UK list of permitted additives is based on a list produced by the European Community (EC). Additives on the EC list are generally assumed to be safe to use. However, some people have expressed doubts about the safety of some of them, and some are not allowed in the United States. This is sufficient cause for concern, particularly when we consider that small amounts of additives soon add up. (It is estimated that each member of the British population eats between three and seven kilograms of additives per year.) Is it right that potentially harmful substances are put into our food without our knowledge?

From the point of view of the health of the consumer, the answer appears obvious, but ending the use of additives would have far-reaching effects. It would mean only eating fresh, locally produced food. People would have to spend much more time in the kitchen as there would no longer be such a thing as supermarket convenience food. This would not be acceptable to many consumers and certainly not to the convenience food manufacturers. So it seems that additives are here to stay.

A. What do the following refer to?

1. 'it' (line 12): _____
2. 'all these groups' (line 15): _____
3. 'does so' (line 18): _____

B. Mark the best choice.

1. A packet of vegetable soup _____
 - a) only contains additives
 - b) contains both dried vegetables and additives
 - c) only contains dried vegetables
 - d) contains only the things that our body needs
2. Convenience foods are _____
 - a) fresh and locally produced foods
 - b) packets or tins of vegetable soup
 - c) foods that don't have additives in them
 - d) factory-made foods that are quick to prepare in the kitchen

C. Is the statement True (T) or False (F)?

_____ When small amounts of additives add up, they may be dangerous for the human body.

D.

1. Why is it necessary to prevent the growth of micro-organisms in our food? (Give 2 reasons.)

a) _____

b) _____

2. Why are stabilisers and emulsifiers put into food? (Give 2 reasons.)

a) _____

b) _____

3. What sort of food doesn't contain additives?

HOLIDAYS

More than 300 million people go abroad for their holidays each year, and most of them prefer spending less on food and clothes than on holidays. Choosing the ideal holiday is not always easy, but today there is a wide range of choice, and it is easy to find something to suit your taste and pocket.

Some people like planning their holiday independently. Others find making arrangements on their own difficult, so they prefer to book a package tour. It depends on where you are going, how much money you have and whether you are travelling alone or with friends and family.

The obvious advantage of a package holiday is that it is simple to organise. You book the holiday through a travel agent, and transport and accommodation are all arranged for you. You don't have to worry about how you will get there or where you will stay. All you have to do is pay the bill. If you take an independent holiday, on the other hand, you can spend a lot of time and money checking complicated timetables, chasing - looking for - cheap flights and trying to make hotel reservations in a language you can't even speak. In addition, package holidays are often incredibly cheap. For the price of a good dress, you can have a fifteen-day holiday in a holiday resort abroad, including accommodation, meals and air travel. A similar independent holiday can cost you much more.

However, planning your own holiday has several advantages. You are free to choose where and when you want to go, how you want to travel, and how long you want to stay. You can avoid the large holiday resorts which are often crowded with holidaymakers on package tours. You can eat the food of the region at reasonable prices at local restaurants instead of the international dishes that they serve in holiday resorts. Moreover, although package holidays are usually cheap, they are not always cheaper. If you are willing to take a little trouble, you may be able to save money by organising a foreign holiday yourself.

A. Write the meaning of each word.

1. 'independently' (line 6): _____
2. 'accommodation' (line 13): _____
3. 'chasing' (line 17): _____

B. What do the following refer to?

1. 'their' (line 1): _____
2. 'which' (line 26): _____
3. 'they' (line 29): _____

C. Mark the statements as True (T) or False (F).

1. Today it is easier to choose a holiday because there are a lot of possibilities. _____
2. Instead of buying a new dress, you should have a fifteen-day package holiday. _____
3. At holiday resorts you are served local food. _____
4. It is possible to organise an independent holiday which is cheaper than a package one. _____

D.

1. What does the choice between a package and an independent holiday depend on? (Write two things.)
 a) _____
 b) _____
2. What do you have to do when you go on a package holiday?

3. What are the disadvantages of an independent holiday? (Write two things.)
 a) _____
 b) _____

BODY LANGUAGE

Perhaps the most surprising theory to come out of kinesics, the study of body movement, was suggested by Professor Ray Birdwhistell. He believes that physical appearance is often culturally programmed. In other words, we learn our looks - we are not born with them. A baby has generally unformed facial features, i.e. eyes, mouth, nose and chin. A baby, according to Birdwhistell, learns where to set his features by looking at those around - family and friends. This helps explain why the people of some regions of the United States look so much alike. New Englanders or Southerners have common facial characteristics that cannot be explained by genetics. The exact shape of the mouth is not determined at birth, it is learned later. In fact, the final shape of the mouth is not formed until permanent teeth are set. A husband and wife together for a long time often come to look quite alike. We learn our looks from those around us. This is perhaps why in a single country there are areas where people smile more than those in other areas. In the United States, for example, the Southerners smile frequently. In New England they smile less and in the western part of New York State even less. People on Madison Avenue, New York, smile less than those on Peachtree Street in Atlanta, Georgia. Therefore, many Southerners find cities such as New York cold and unfriendly.

A. What do the following refer to?

1. 'them' (line 5): _____
2. 'it' (line 11): _____
3. 'those' (line 14): _____
4. 'This' (line 14): _____

B. Mark the statements as True (T) or False (F).

- ____ 1. Genetics explains why people have common facial characteristics.
- ____ 2. It takes a long time for facial features to take their final shape.
- ____ 3. Men and women who have similar facial features usually get married.
- ____ 4. According to Birdwhistell, a child whose parents are bad-tempered will become a bad-tempered person himself.

C.

1. What is Professor Birdwhistell's theory in kinesics?
2. Why do Southerners consider cities like New York cold and unfriendly?
3. Which of the following best expresses the main idea of the passage?
 - a) Birdwhistell can tell what region of the United States a person is from by how much he or she smiles.
 - b) Birdwhistell is a leader in the field of kinesics.
 - c) Birdwhistell says that our physical appearance is affected by the appearance of people around us.
 - d) People who live in the country are friendlier than people who live in heavily populated areas.

COMPUTERS IN THE MODERN WORLD

The computer is a fairly new invention, but it has already become very important in the modern world, especially in government, science, business, and education. Since computers are very efficient, schools, banks and other organisations use them for many kinds of work in which speed is essential.

For example, banks often use computers to monitor accounts. In many city banks, computers keep all the records of customers' deposits and withdrawals. Customers can also do their banking at any time of the day, thanks to computers. They can go to an outside window where they punch a code number on a computer. The computer will take care of their deposit or withdrawal. If they are depositing, they put their money in an envelope and insert it in the machine. If the customer is withdrawing, the machine will return money in an envelope. Customers can pay bills without going to the bank since the computers in banks can communicate with computers in other places. People find it more convenient than having to carry cash or cheques with them when they go shopping. When the customer buys something at a store, the computer can immediately subtract money from the customer's bank account and add it to the store's account.

Computers help us in other areas, too. They help scientists do many experiments. Because of computers, we have made progress in many

areas, such as health care, communications systems, business management, and space exploration. Large hotels, airlines, and other businesses use computers too to control reservations, keep records, pay employees and compute bills.

25

In fact, computers are more efficient today than ever before, and it is difficult to imagine the world without them. But it is very easy to predict the importance of these 'thinking machines' in the future.

A. What do the following refer to?

1. 'it' (line 1): _____
2. 'them' (line 4): _____
3. 'they' (line 10): _____
4. 'their' (line 11): _____
5. 'it' (line 12): _____
6. 'it' (line 19): _____
7. 'them' (line 27): _____

B.

1. In which areas has the computer become very important?

2. Especially for what kind of work are computers essential?

3. What is the function of computers in banks?

4. In which areas have we made progress because of computers?

5. What is the function of computers in large hotels, airlines and other businesses?

THE COMPUTER

5 The automatic electronic digital computer is a machine that utilizes electronic circuits to manipulate data expressed in a symbolic form according to specific rules in a predetermined but self-directed way. In brief, it is a machine which uses electronic circuits to handle symbolic data. However, even this simplified definition is somewhat hard to absorb as a whole so let's look at its individual parts to understand it better.

10 First of all, the computer is a machine. This means that it is inanimate. As it is non-living, it requires an outside power source and without this source it stops working. This also means it can perform only those activities for which the basic capabilities have been specifically designed into the machine. In other words, it is limited to its designed capabilities and the directions given to it. If separated from its outside power source, it ceases to function.

15 Second, it is automatic. This means that once started, it continues to run without outside interference. Third, it is electronic; that is, it is made up of electronic circuits and runs on electrical energy.

20 Fourth, the computer is a symbol manipulator. It manipulates data, not physical entities. These data are represented as electronic impulses within the machine. These electronic signals are combined to form number (digital) representations of data. Electronic devices are two-state devices. For example, a switch is either on or off, a spot on the surface of a magnetic tape is either magnetized or not magnetized. Therefore, it seems natural and reasonable to use the base 2 or binary number system as the basic data-representation method in the computer. Only two digits exist in the binary number system, 0 (zero) and 1 (one). They can easily be matched to the two states of the electronic devices. Combinations of 0's and 1's can be used to represent non-numeric data as well as numeric data.

25 Fifth, the computer must follow specific rules in manipulating data. These rules are, in the main, the rules of Boolean algebra. That is, the computer can perform only the processes of addition, subtraction, multiplication, division, and comparison in addition to data transfer between components. Sixth, the computer must follow a predetermined sequence of processes. That is, someone (the programmer) must prepare a programme for the computer to follow.

35 Finally, the computer can follow the predetermined sequence in a self-directed way. It can store the programme within its own memory and then follow it through under its own direction, without outside

- 40 guidance. That is, the computer can be made, in effect, to learn a process, store the instructions in its memory, and follow them through, unaided by further supervision and direction. This stored-programme characteristic is what differentiates the computer from other data processing machines. The instructions are stored in the memory and the
- 45 memory is accessible to a user. Since the memory is within reach of the user, the instructions can be changed easily. The computer can thus be given the ability to handle many different jobs. It is much more flexible than the "programmable" accounting machines because its programmes are a sequence of logic and arithmetic operations.

A.

1. Line 1, to 'utilize' is to _____.
2. Line 6, to 'absorb' is to _____.
3. Line 9, 'inanimate' means _____.
4. Line 14, to 'cease' is to _____.
5. Line 19, 'impulses' are _____.
6. Line 45, 'accessible' means _____.

B. Mark the statements as True (T) or False (F).

- ____ 1. Once the computer is started, it doesn't need an outside power source.
- ____ 2. In electronic devices, data are represented by various combinations of two digits.
- ____ 3. A programme is a predetermined sequence of processes.
- ____ 4. The computer doesn't need further guidance while following through the programme in its memory.
- ____ 5. The main purpose of this passage is to distinguish computers from programmable accounting machines.

C.

1. What makes computers different from other data processing machines?

2. How can the user make the computer perform different tasks?

A NATIONAL DISEASE

Julia Elliott looks at television.

At any time between four in the afternoon and midnight, at least ten million viewers are sure to be watching television; this figure can even rise to 35 million at peak viewing hours. With such large numbers involved, there are those who would maintain that television is in danger of becoming a national disease.

The average man or woman spends about a third of his or her life asleep, and a further third at work. The remaining third is leisure time, mostly evenings and weekends, and it is during this time that people are free to occupy themselves in any way they see fit. In our great grand-fathers' days, the choice of entertainment was strictly limited, but nowadays there is an enormous variety of things to do. The vast majority of the population, though, seems to be quite content to spend their evenings goggling at the television. Even when they go out, the choice of a pub can be influenced by which one has a colour one; it is, in fact, the introduction of colour that has prompted an enormous growth in the box's popularity, and there can be little likelihood of this popularity diminishing in the near future. If, then, we have to live with the monster, we must study its effects.

Firstly, the belief that the great boom in television's popularity is destroying the art of conversation - a widely-held middle-class opinion - seems to be false. How many conversations does one hear prefaced with the remarks, 'Did you see so-and-so last night? Good, wasn't it!', which suggests that television has had a beneficial rather than detrimental effect on conversational habits; at least people have something to talk about! Secondly, it is said to be broadening people's horizons by introducing them to new ideas and activities - ideas which may eventually lead them into new hobbies and pastimes. In the last few years, there has been a vast increase in educational programmes, from the more serious Open University, to Yoga and the joys of amateur gardening. Already, then, people have a lot to thank the small screen for, and in all probability the future will see many more grateful viewers who have discovered new pursuits through the telly's inventive genius.

Television, the most important invention of the twentieth century, is bound to be exerting a major influence in the life of the modern man. That it will also continue to grow in popularity as the years go by is virtually certain.

A. What do the following refer to?

1. 'this time' (line 8): _____
2. 'they' (line 13): _____
3. 'one' (line 14): _____
4. 'it' (line 25): _____
5. 'them' (line 26): _____

B. Mark the best choice.

1. Line 4, 'maintain' means _____.
a) claim b) keep in good condition c) argue against
2. Line 13, 'goggling' means _____.
a) staring b) noticing c) seeing
3. Line 15, 'prompted' means _____.
a) resulted from b) taken place c) caused
4. Line 17, 'diminishing' means _____.
a) increasing b) decreasing c) stopping
5. Line 24, 'detrimental' means _____.
a) damaging b) positive c) essential

C. Mark the statements as True (T) or False (F).

- ____ 1. 35 million people watch television all day long.
- ____ 2. Some people think that television causes disease.
- ____ 3. Julia Elliott thinks television has had a bad effect on the art of conversation.
- ____ 4. Television has become more popular with the introduction of the colour TV.

D. According to Julia Elliot, in what two ways is television beneficial?

- a) _____
- b) _____

GETTING THE U.S. TO GO METRIC

Europeans use the metric system to measure things. This is the system that uses metres and kilometres to measure distances and litres to measure petrol, for example. In the USA and Great Britain people still measure distances in miles and buy petrol by the gallon.

This is an article from an American magazine about the subject, dated 1986.

In 1976 the government announced that they were thinking of changing all signs on the nation's roads from miles to kilometers. After receiving nearly 5000 letters of protest, they quickly gave up the plan.

Although Congress in 1975 ordered a slow change to metric weights and measures, nothing seems harder to do than to get the Americans to use the metric system, which is used by all the world except Brunei, Burma, North and South Yemen and the U.S.A. A study done in 1977 showed that more than 2/3 of the American people were against the metric system. A few years ago the government thought they could get citizens to use the metric system within ten years. Now they do not expect it to be completely accepted before the year 2000. Experts say that when young people who have learned the metric system in school become adults and enter the working world, the change will really happen.

In its efforts to save money, the government has cut down on money for programs supporting the metric system. But a few major companies, including General Motors, John Deere and IBM, are changing to metric because of their foreign markets. Still, major aircraft companies like Boeing continue to measure in feet and inches, although they sell many planes abroad.

One critic of the metric system objects to it because, he says, "You can't imagine a tenth very well, but you can imagine a quarter or a half of something." Adds Leslie Seals, a member of Americans Against the Metric System, "Why should people be forced to use a system they don't like?" Others say that the change would cause some language problems. What would happen to sayings like, "Give him an inch and he'll take a mile."? Can you imagine saying, "Give him 2.5 centimeters and he'll take 1.6 kilometers."?

Like their colleagues abroad, US scientists have long used the metric system, and at least three dozen states insist that the metric system be taught in their schools. And although many American sports still measure in yards, many joggers now speak of doing their "10 Ks" (for 10 kilometers) every weekend. Wine lovers have also learned the new system quickly. When the wine industry changed to the metric system a few years ago, people were

happy to find that a liter of wine was a little more than the old quart bottle they were used to.

Mark the best choice.

1. In 1976 the government _____
 - a) changed all the signs on the nation's roads
 - b) considered changing all the signs on the roads to kilometers
 - c) protested against changing all the signs on the roads to kilometers
 - d) wanted to mention kilometers as well as miles on the signs
2. The metric system _____
 - a) is used by all other major countries in the world
 - b) is only used in a few small countries and the US
 - c) is going to be used in all major countries by 1995
 - d) will be used in the US by 1995
3. Experts think that _____
 - a) Americans have been using the metric system for ten years
 - b) 2/3 of all the Americans will use the metric system before the year 2000
 - c) the children who learn the metric system at school will be the ones to make the change
 - d) young people who learn the metric system at school don't see its advantages
4. A few major companies _____
 - a) are using the metric system
 - b) are cutting the money they allot for metric programmes
 - c) save money by using the metric system
 - d) use both systems
5. One critic objects to the metric system because he thinks _____
 - a) the metric system is too difficult to teach
 - b) it's easy to divide something in half but not into tenths
 - c) teachers don't know it themselves
 - d) the government should change the language too
6. Scientists in the US _____
 - a) have never used the metric system
 - b) haven't used the metric system very long
 - c) use the metric system because it is used abroad
 - d) don't like their colleagues abroad using the metric system

7. Joggers and wine lovers _____
 - a) have already started using the metric system
 - b) still like the old system
 - c) are having lots of problems with the metric system
 - d) are proud of having learned the system
8. Wine lovers liked the change to the metric system because _____
 - a) there is less wine in a bottle now
 - b) the bottles are more expensive
 - c) there is more wine in a bottle now
 - d) the bottles are much cheaper now

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THE CASH MACHINE

The modern cash machine was created during the early 1970's. Until then, a few banks had cash dispensers which worked like drinks machines and gave out packets of money. Today there are 16,000 cash machines in Britain, 2,600 of which have been installed in the last year and in the United States there are 80,000. Britain has the fourth highest number of machines in the world.

The height of the modern cash machines is designed to be comfortable for most people. The keyboard is positioned so that it is easy to use for both right and left-handed people. The machines enable customers to carry out various banking transactions. To be able to do this, every customer needs to have a special plastic card issued by the bank.

There is a magnetic strip on the back of the plastic card. This is made up of three tracks, similar to three strips of the cassette tape. The first track contains your name, the second has bank information (such as your account number), and the third track has more details about you. A card reader, like a tape recorder, reads the magnetic strip when the card is put into the machine.

The information is sent to the bank's central computer, often hundreds of miles away. While this is taking place, the personal identification number (PIN) is typed in by the customer using the keyboard. The information is checked by the computer and if it is correct, a message is sent back to the machine allowing you to use it. To withdraw money, the amount needed is typed in. This information is

30 sent to the computer holding details of the customer's account. After the bank account has been checked to see if there is enough money, the cash is given out. About £100,000 is held inside each cash machine.

A. What do the following refer to?

1. 'then' (line 2): _____
2. 'This' (line 13): _____
3. 'This information' (line 24): _____

B. Fill in the blanks.

Number of cash machines:

- a) In Britain: _____
- b) In the U.S.: _____

Information on the magnetic strip:

- a) Track 1: _____
- b) Track 2: _____
- c) Track 3: _____

Amount of money inside each cash machine: _____

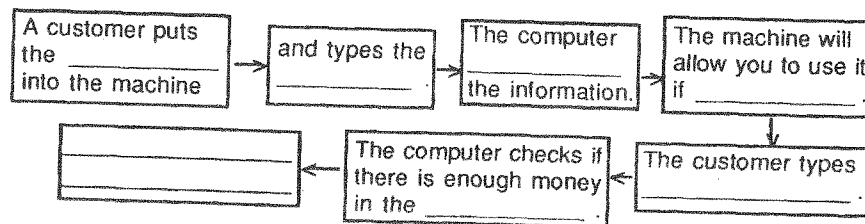
C.

1. What is the difference between the modern cash machines and the cash dispensers used before 1970's?

2. What is the function of a plastic card?

3. Where is the card reader located?

D. Complete the chart to show how a customer withdraws money from the cash machine.



FAIR PLAY FOR WOMEN'S FOOTBALL

The Football Association (F.A.) has always been rather traditional in its administration of the game. In 1921 its members elected to ban women from playing football; they didn't say women were not capable of playing football, just that they wouldn't be allowed to play on proper fields with qualified officials in any organised way. And once in force, that rule was rigidly applied for 49 years.

What broke down the resistance of the F.A. to women's football was the 1966 World Cup. Female teams began to appear everywhere and within three years established teams were playing football in structured leagues. The Women's Football Association (W.F.A.) was formed in 1969 with 51 clubs as members, and the F.A. revoked its infamous ban in 1970 in the face of strong W.F.A. representation. Other countries followed Britain's example and in 1971 international football bodies F.I.F.A. and U.E.F.A. decided that their members must not only recognise the women's game but take steps to see that it be properly controlled. The first England international women's team was picked in 1972 and won its first game (against Scotland) 3-2. The W.F.A. has now got a domestic membership of 200 clubs playing in 23 leagues.

Managers of men's clubs often complain about foreign clubs buying their best players. Well, the same thing happens in women's football. In Italy they play women's football professionally and have bought many of the star players. Sallie Jackson of Fulham and Millwall's Shauna Williams are two of the best players who have gone to play in Italy. 'When a woman has no prospect of getting a job, and is offered the chance to do something she loves- and get paid for it - who can blame her?' commented league official Flo Bilton.

Nowadays, in some schools boys and girls can play football together in their school team. You may have seen recent stories about girls who are star players in their boys' school team, but they cannot play in important official games because the F.A. won't allow them to play. F.A. Secretary Ted Croker is coming under increasing pressure from girl players who are angry at being dropped.

At senior level women's football differs from the men's game in that the emphasis is on skill rather than strength, on stylish play instead of aggression. Apart from that it is remarkably similar - with the same complaints about fouls, foul language on the field and foul fields.

A. What do the following refer to?

1. 'that rule' (line 6): _____
2. 'it' (line 15): _____
3. 'the same thing' (line 21): _____
4. 'it' (line 26): _____
5. 'it' (line 36): _____

B. Mark the statements as True (T) or False (F).

- _____ 1. The Football Association didn't allow women to play football because they said women were not good enough.
- _____ 2. The 1966 World Cup changed men's attitudes to women in football.
- _____ 3. Britain was the first country to have a women's football association.
- _____ 4. Some women choose to play abroad because they have no hope for finding jobs in England.
- _____ 5. Girls cannot play football in boys' school teams.
- _____ 6. Men play football more aggressively than women.

C.

1. What was the result of the first international match that the first English women's team played?

2. When was The Women's Football Association formed?

D. Mark the best choice.

1. Line 2, 'ban' means _____
 - a) organise
 - b) forbid
 - c) let
 - d) control
2. Line 11, 'revoked' means _____
 - a) renewed
 - b) cancelled
 - c) established
 - d) operated

WHAT IS NEWS?

'All the news that fits' is the company motto displayed on the front page of *The New York Times*. No form of mass media can carry every newsworthy event. The reason for this is that all are constrained by costs and availability of space and time. For instance, the average daily newspaper fills approximately 62 percent of its space with advertising, leaving only 38 percent for news accounts, along with human interest stories, and pure entertainment features.

Network television news is even more limited. Each half-hour programme contains only twenty-two to twenty-three minutes of news and human interest stories. Contrary to what many people think, news is not simply out there; it must be picked from a multitude of happenings, only a few of which will ever be covered. What then is news? Perhaps the best explanation is that 'news is what reporters, editors, and producers decide is news.'

Doris Graber has identified certain criteria most often used in selecting stories. First of all, to be regarded as news, the story must have an effect on the audience, that is, the events told in newspapers or shown on television must be relevant to people's lives. Events in the Middle East, for example, are news for American people when they have an effect on American hostages there.

Another criterion for newsworthiness is the presence of violence, conflict, disaster or scandal. Violent crime, for example, dominates all contemporary news. Even non-violent conflict makes news. No one pays attention when one hundred members of the Congress come out of a White House meeting and say that the president's programme is great. But if one of the members says, "It is awful." then that's news.

Familiarity is also an element of an event to become news. Events are more likely to be dealt with as news when they involve individuals that the public already knows. Approximately 85 per cent of the domestic news stories on television and in news magazines involve well-known people. Unknown people are most newsworthy as victims of crime or natural disasters.

The final criterion is that stories must be novel to attract the attention of the media. They must be what reporters call 'breaking stories' and they must also be unusual. The routine is considered unworthy even though it may sometimes have a significant effect on people's lives. As a former editor of the old *New York Sun* put it, "When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news."

- 40 To this list might be added the availability of individuals for interviews. Reporters rely almost exclusively on interviewing and only occasionally on the reading of documents. The dependence on the interview results partly from the need to personalize the news, especially in television journalism, with its demand for visuals. The fact that most reporters find document analysis dull and boring also increases their dependence on interviews. Whatever the cause, the result is a bias in favour of those willing and able to talk.
- 45 These criteria have little to do with the importance of news stories. They stress mainly ways of keeping the audience interested. Because media outlets make their profit from the sale of advertising, they must keep their ratings and circulations high.

A. Mark the best choice.

1. Line 19, 'they' refers to _____.
a) American people c) people's lives
b) events in the Middle East d) news
2. Line 26, 'It' refers to _____.
a) a White House meeting c) non-violent conflict
b) the president's programme d) contemporary news
3. The main idea of the first paragraph of this article is that _____.
a) the motto of *The New York Times* is not true
b) newspapers devote 62 percent of their space to advertising
c) media can present only a limited amount of news
d) newspapers share the space for news with entertainment and human interest stories
4. Line 3, 'constrained' means _____.
a) excused b) developed c) limited d) cancelled
5. Line 33, 'novel' here means _____.
a) unusual b) unworthy c) reasonable d) routine

B.

1. According to the author, what is news?

 2. Why do reporters depend on interviews? (Give 2 reasons.)
a) _____
b) _____
- C. Complete the following:
1. Unknown people are in news only when they are _____.
 2. According to Doris Graber's first criterion, events or stories become news when they _____.

TV OR NOT TV; THAT'S THE PROBLEM

I would like to suggest that for sixty to ninety minutes each evening, right after the evening news, all television broadcasting should be prohibited by law.

Let us take a serious, reasonable look at what the results might be if such a proposal were accepted. Families might use the time for a real family hour. Without the distraction of TV, they might sit around together after dinner and actually talk to one another. It is well known that many of our problems - everything, in fact, from the generation gap to the high divorce rate and to some forms of mental illness - are caused at least in part by failure to communicate. We do not tell each other what is disturbing us. The result is an emotional difficulty of one kind or another. By using the quiet family hour to discuss our problems, we might get to know each other better, and to like each other more.

With free time and no TV, children and adults might rediscover reading. There is more entertainment in a book than in a month of typical TV programming. Educators report that the generation growing up with television can hardly write a good sentence, even at the university level.

At first, the idea of an hour without TV seems radical. What will parents do without the electronic babysitter who will entertain their children? How will we spend the time? But it is not radical at all. The older can remember their childhood without television. These were the times spent partly with the radio but also with reading, learning, talking, playing games and inventing new activities. It wasn't that difficult. The truth is they enjoyed themselves.

Mark the best choice.

1. The failure to talk to each other causes all the following except _____.
a) a quiet family hour
b) the generation gap
c) some forms of mental illness
d) lack of knowledge about family problems
2. If we turned off the TV for an hour in the evenings, _____.
a) there would be a higher divorce rate
b) we would be able to solve some of our problems
c) we would have emotional difficulties
d) we would not be able to follow TV programmes at all

3. Watching TV all the time _____
- enables us to know each other better
 - helps us to write well at the university level
 - results in a lack of communication
 - creates a generation of writers
4. Life without TV _____
- used to be very difficult
 - would certainly cause most of our problems
 - may prevent us from inventing new activities
 - might not be as boring as we think
5. Which of the following is true?
- Sixty to ninety minutes of TV broadcasting has been prohibited to find out the results of the writer's suggestion.
 - The writer suggests that the government should not allow people to watch TV at all.
 - Our grandparents lived a happier life because TV was prohibited then.
 - The writer thinks people should spend more time on reading and communicating with each other.

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THE EARTH'S SPREADING DESERTS

Only a generation ago, Mauritania's capital city was many days' walk from the Sahara. Today it is *in* the Sahara. The sand blows through the city streets and piles up against walls and fences. The desert stretches out as far as the eye can see.

In some parts of the Amazon rain forest in Brazil, all the trees have been cut down. The earth lies bare and dry in the hot sun. Nothing grows there anymore.

Over vast areas of every continent, the rainfall and vegetation necessary for life are disappearing. Already more than 40 per cent of the earth's land is desert or desert-like. About 628 million people (one out of seven) live in these dry regions. In the past, they have managed to survive, but with difficulty. Now, largely through problems caused by modern life, their existence is threatened by the slow, steady spread of the earth's deserts.

Many countries first became concerned about the subject in the 1970's after a terrible drought and famine destroyed Africa's Sahel,

the fragile desert along the south edge of the Sahara. Thousands of people died even though there was a worldwide effort to send food and medicine to the starving people.

Droughts and crop failures are not new in desert regions. They have been a fact of life for thousands of years. However, few people lived in desert regions in the past. They kept few animals and they moved frequently. Today's problems are caused in great part by distinctly modern factors. In the Sahel, for example, Africans benefited from improvements in public health and modern farming methods. New water wells encouraged people to settle down on the land near the wells. The population grew. Farmers planted more crops and enlarged their herds of cattle, sheep, and goats. They became dependent on the new wells. When the drought came, the crops failed and the cattle ate all the grass around the overworked wells. The fragile land quickly lost its topsoil and became nothing but sand and dust.

Many countries are experiencing similar problems. Poor land is farmed until it is worn out, and trees are cut for firewood, leaving the soil unprotected against wind and rain. In Peru, Chile, and Brazil, some areas that were once covered with forests now look like the moon. In India, some areas have been so badly damaged by farming and tree cutting that mud now flows into the Indus and Ganges rivers. Cattle, sheep, and goats add to the problem by eating grass and other plants faster than they can grow back. In the United States, some highly populated areas (such as Los Angeles) are really deserts. Water must be carried through pipes from hundreds of miles away and this affects the water supply of other California communities.

Scientists still do not understand all the complex problems of the desert, but there have been many ideas for saving the land. Saudi Arabia has planted 10 million trees to prevent the sand from taking over fertile areas. The Israelis are again using some of the water collection systems left by the ancient peoples in the Negev desert. They plan to water their orchards with the extra water. Some Sahel farmers still raise cattle on their poor farmland, but before the cattle are sold, they are taken to greener lands in the south to get fat.

The spread of the deserts affects most countries. The big question today is, how can an expanding world population find food and space without destroying the land it lives on? For many countries, fighting the desert is the only chance to avoid starvation, destruction, and disaster.

A. Mark the best choice.

1. Line 8, 'vegetation' probably means _____
 - a) plants
 - b) oxygen
 - c) animals
 - d) people
2. Line 16, 'drought and famine' probably means _____
 - a) earthquake and flood
 - b) lack of water and lack of food
 - c) too much rain and soil erosion
 - d) desert and forest
3. Line 28, 'herds' probably means _____
 - a) profit
 - b) groups
 - c) homes
 - d) water
4. Line 35, 'unprotected against' probably means _____
 - a) open to
 - b) on fire
 - c) wet with
 - d) covered with
5. Line 38, 'mud' probably means _____
 - a) crops
 - b) pieces of wood
 - c) chemicals
 - d) wet soil
6. Line 56, 'avoid' probably means _____
 - a) provide
 - b) pollute
 - c) stop
 - d) develop

B. What do the following refer to?

1. 'it' (line 2): _____
2. 'there' (line 7): _____
3. 'their existence' (line 13): the existence of people who _____
4. 'They' (line 28): _____
5. 'its' (line 31): _____
6. 'they' (line 40): _____
7. 'this' (line 43): _____
8. 'they' (line 52): _____
9. 'it' (line 55): _____

C. Which paragraph focuses on each of these ideas as the main idea? Write the paragraph number in the provided blank.

- _____ 1. Examples of countries which are in danger of becoming completely a desert.
- _____ 2. The disaster which made people realize that there is a problem.
- _____ 3. Some suggested solutions to the problems of spreading deserts.

D. Mark the statements as True (T) or False (F).

- _____ 1. Mauritania is a country in Africa.
- _____ 2. About 60 per cent of the earth's land is hot and dry and does not receive any rain.
- _____ 3. Improvements in modern life may result in problems.
- _____ 4. Farming and tree cutting are the only reasons for the growth of deserts.
- _____ 5. Trees cannot grow in Saudi Arabia because there is no water there.

MR. JONES

During the winter of 1945, I lived for several months in a rooming house in Brooklyn. It was not a shabby place, but a pleasantly furnished, elderly brownstone and always kept tidy by its owners, two sisters who never got married.

Mr. Jones lived in the room next to mine. My room was the smallest in the house, his the largest, a nice big sunshiny room, which was just as well, because Mr. Jones never left it: all his needs, meals, shopping, laundry, were dealt with by the two middle-aged landladies. Also, he was not without visitors; on the average, a half-dozen various persons, men and women, young, old, in-between, visited his room each day, from early morning until late in the evening. He was not a drug dealer or a fortune-teller; no, they just came to talk to him and apparently they gave him small gifts of money for his conversation and advice. If not, he had no obvious means of support.

I never had a conversation with Mr. Jones myself, a circumstance I've often since regretted. He was a handsome man, about forty. Thin, black-haired, and with a distinctive face which you can always remember; a long face, high cheekbones, and with a birthmark on his left cheek, a small red mark shaped like a star. He wore gold-rimmed glasses with pitch-black lenses; he was blind, and crippled, too - according to the sisters, he had been unable to use his legs since a childhood accident, and he could not move without crutches. He was always dressed in a neatly pressed dark grey or blue suit and a dark-coloured tie - as though about to set off for a Wall Street office.

However, as I've said, he never left the house. I had no idea why they came to see him, these rather ordinary-looking people, or what they talked about, and I was too busy with my own affairs to think about it. When I did, I imagined that his friends had found in him an intelligent, kindly man, a good listener they could confide in and talk with over their troubles: someone between a priest and a therapist.

Mr. Jones had a telephone. He was the only tenant with a private line.

I moved to Manhattan. While the landladies offered me tea and cakes in their lace-curtained sitting room, I asked them about Mr. Jones.

The women lowered their eyes. Clearing her throat, one said: "It's in the hands of the police."

The other offered: "We've reported him as a missing person." The first added:

"Last month, twenty-six days ago, my sister carried up Mr. Jones's breakfast, as usual. He wasn't there. All his belongings were there."

"It's strange—"

"— how a man totally blind, a helpless cripple..."

Ten years pass.

Now it is a zero-cold December afternoon, and I am in Moscow. I am riding in a subway car. There are only a few other passengers. One of them is a man sitting opposite me, a man wearing boots, a thick long coat and a Russian-style fur cap. He has bright eyes, blue as a peacock's.

After a doubtful moment, I simply stared, for even without the black glasses, there was no mistaking that long distinctive face, those high cheekbones with the single red star-shaped birthmark.

I was just about to cross the aisle and speak to him when the train pulled into a station, and Mr. Jones, on a pair of fine strong legs, stood up and hurried out of the car. Rapidly the train door closed behind him.

A. Mark the statements as True (T) or False (F).

- ☐ 1. Mr. Jones had two sisters who looked after him.
- ☐ 2. Mr. Jones had visitors who gave him money.
- ☐ 3. The writer received some advice from Mr. Jones.
- ☐ 4. Mr. Jones did not work in a Wall Street office.
- ☐ 5. Mr. Jones was a therapist.
- ☐ 6. There was a telephone in each room in the house.
- ☐ 7. When Mr. Jones left Brooklyn, he didn't take his personal things with him.
- ☐ 8. Mr. Jones was caught by the police.
- ☐ 9. Mr. Jones was actually a blind and crippled man.

B.

- 1. Why did the two ladies go shopping for Mr. Jones?

- 2. What was special about Mr. Jones' face?

- 3. Where did the writer last see Mr. Jones?

FIRST TO SKI CROSS CONTINENT

"NOTHING, NOTHING, nothing giving you protection." These words belong to the adventurer Reinhold Messner of Antarctica, who crossed it without the help of dogs or machines. Messner was the first man who reached the top of Mount Everest alone without bottled oxygen. His companion was Arved Fuchs of Germany, the first man to reach both Poles on foot in the same year.

The Canadian company Adventure Network ensured that they would support them from air until their starting point. But after arriving at the Canadian camp at Patriot Hills, the two men learned that there was not enough fuel to transport them to the Filchner Ice Shelf, their planned starting point. Instead, they had to set out from the inland edge of the Ronne Ice Shelf.

On November 13, 1989, Messner and Fuchs set out on skis. A day later a stiff wind carried off Messner's rubber sleeping pad, which was used as a barrier between him and the icy ground. Four days later they lost their mileage indicator, forcing them to depend on other means to guess the distance they travelled each day. Bad weather, poor radio communication, and difficulty crossing giant fields of ice and snow slowed their arrival at their first supply place at the Thiel Mountains. By the time they arrived, on December 6, Fuchs's feet were suffering from ill-fitting ski boots. Messner complained to their Canadian suppliers: "If I were alone, I could go twice as fast." In his diary entry of November 24, he had spoken more sympathetically of Fuchs's feet: "Sore and suffused with blood so badly that even his feet cannot be seen. Every step he takes hurts him."

Next stop: the South Pole, where they arrived early on New Year's Eve. They were near U.S. Amundsen-Scott Station. Five Americans from the station welcomed them. For Messner it was a moment of mixed emotions: "You ski a thousand kilometers through complete stillness and vastness, and suddenly you see domes, containers, and masts." As for Fuchs, he was "happy just to be there."

They left three days later, following the general route across the Polar Plateau, through the Transantarctic Mountains, then onto the Ross Ice Shelf.

Because of his sore feet, Fuchs often arrived more than an hour late to camp. Messner didn't want to wait so he preferred to put up the tent by himself. It was a difficult procedure in the high winds. Their occasional use of parachute sails increased their daily mileage. Once, before the Pole, Messner lost control of his sail, fell, and cut open his

right elbow. "How easily you can break a leg or an arm," Fuchs commented later.

Finally, on February 12, after a journey of 92 days covering 1,550 miles, Messner and Fuchs reached New Zealand's Scott Base, on McMurdo Sound. That same day a team of explorers led by Will Steger and Jean-Louis Etienne was 3,300 miles into its own seven-month crossing of Antarctica, using dogsleds. Both achievements, though different in scale and concept, add to the heroic legacy of adventure and exploration left by such men as Amundsen, Shackleton, and Scott.

A. What do the following refer to?

1. 'it' (line 3): _____
2. 'them' (line 8): _____
3. 'he' (line 23): _____
4. 'him' (line 25): _____
5. 'there' (line 31): _____

B. Write the meaning of each word.

1. 'set out' (line 11): _____
2. 'mileage indicator' (line 16): _____
3. 'suffused' (line 24): _____

C.

1. Why couldn't Messner and Fuchs start from the Filchner Ice Shelf?

2. Why did they arrive at their first supply place late?

3. Where did they travel before reaching the Ross Ice Shelf?

4. What was a difficult procedure for Messner in the high winds?

5. Lines 46, 'Both achievements' refers back to the following:

- a) _____
- b) _____

INFLATION

Inflation is a modern economic disease which all consumers suffer from. When we are told that we have got a pay rise, we are naturally pleased. However, when we go to the shops, we find that we can actually buy less than we could a month ago. How is this possible? The reason, of course, lies in the fact that prices are rising all the time and general price increases are larger than the pay rises we receive. Moreover, the money we have carefully saved in the bank cannot buy the house that we want because the price of the house has doubled.

It seems that our salaries have gone down although our employers have told us they have increased. Therefore, it is not surprising that political parties win or lose elections according to how well they convince people that inflation can be controlled by their policies. In other words, the ordinary voter will support a government which persuades him that they will make pay rises equal to the increase of prices in the shops, and they will also restore - bring back to its original state - the value of money. As a result of this situation, we find that governments lose elections due to their economic policies. People are impatient and prefer to vote for a new government instead of waiting for old economic methods of action to become effective. Unfortunately, promises about controlling prices and salaries are not generally kept because there is no simple cure for the complex disease of inflation.

A. Write the meaning of each word.

1. to 'convince' (line 12): to _____
2. to 'restore' (line 15): to _____
3. 'policies' (line 17): _____

B. What do the following refer to?

1. 'which' (line 1): _____
2. 'they' (line 10): _____
3. 'him' (line 14): _____

C. Mark the statements as True (T) or False (F).

- _____ 1. The news of a pay rise gives us pleasure.
- _____ 2. After a pay rise, we can't buy as much as we used to.
- _____ 3. The best way to buy a house is by saving money in a bank, where the value of our money is protected.
- _____ 4. An ordinary voter mostly doesn't wait for the economic policies of the old government to become effective but votes for a new one.

D.

1. Why can we buy less after we get a pay rise?

- a) _____
- b) _____

2. What does the success of a political party depend on in an election?

3. Why is it difficult to control inflation?

4. Which of the following expresses the main idea of the text?

- a) Inflation is an economic disease which can be controlled immediately.
- b) Inflation, which reduces the value of money, also affects people's choice of a political party.
- c) Inflation can be controlled with effective economic policies which political parties promise to put into practice.
- d) Inflation is a disease that is caused by the increase in the amount of goods bought.

HOME-SCHOOLING

Although education is compulsory in the United States, it is not obligatory for all children to get their education at school. A number of parents believe that they can provide a better education for their children at home. There are about 300,000 home-schoolers in the United States today. Some parents prefer teaching their children at home because they don't believe that public schools teach the correct religious values; others believe that they can provide a better education for their children themselves. Interestingly, results show that home-schooled children do better than those who go to school on national tests in reading and math.

Home-schoolers learn in a different way from children attending regular schools. Learning starts with the children's interests and questions. For example, when there is heavy snowfall on a winter day, it may start a discussion or reading about climate, Alaska, polar bears and winter tourism. Or a spring evening is a good time for setting up a telescope and asking questions about satellites, comets and meteors. At dinner, if the Brazilian rain forests are on the news, it could be a perfect time to take out the atlas and encyclopaedia.

Although the experience obtained by home-schooling is more interesting than that received in regular schools, home-schoolers miss many important things. The home-schooler may be uncomfortable mixing with other people in adult life because he or she has never attended school. In addition, most parents are not qualified enough to teach their children and may pass on their own views to their children. However, most parents don't have the time or desire to teach their children at home, so most children will continue to get their formal education at schools.

A. What do the following refer to?

1. 'they' (line 3): _____
2. 'others' (line 7): other _____
3. 'those' (line 9): _____
4. 'that' (line 20): _____

B. Mark the statements as True (T) or False (F).

1. In the United States all children must be educated. _____
2. According to national test results, parents can teach their children reading and math more effectively. _____
3. According to the text, education in regular schools is more interesting as children's interests and questions determine the subject of the lessons. _____
4. Schools will continue to be the centre of education because the majority of parents don't have the time or patience to teach their children at home. _____

C.

1. Why do parents choose to educate their children at home?

- a) _____
- b) _____

2. What are the disadvantages of home-schooling?

- a) _____
- b) _____

EXPLORERS OF AMERICA

For many years people believed that Europeans were the first to travel to America and that it was discovered by the Italian explorer Christopher Columbus. But, in fact, many travellers had reached America before him. Some historians claim that sailors from China crossed the Pacific to Mexico in AD 460. According to others, although there is not enough evidence, Asians other than the Chinese crossed the Bering Strait to Alaska long before this date and moved through North America on to South America.

Irish explorers may also have visited America in the ninth and tenth centuries. Irish people living in Iceland before the Norsemen, who came from Scandinavia, reached it in the ninth century. They may have sailed from Iceland to America after the Norsemen arrived in Iceland.

The Norsemen themselves may also have visited America. We learn this from their stories. They were used to sailing long distances. Some Norse stories tell of a Norseman called Bjarni Herjolfsson, who visited North America in AD 986. Another Norseman named Leif Ericsson probably lived for a time in Newfoundland in Canada and returned to Greenland. However, the first Western explorer whose success we can be sure about was Christopher Columbus. He left Spain on August 3, 1492, and on October 12th, he arrived in the Bahamas. Columbus thought he had arrived in the Indies, the name then used for Asia. That is why he called the people there Indians. He spent many weeks sailing around the Caribbean and then went back to Spain. He made several more voyages to the New World until 1504, though he never actually landed in North America.

However, America was named after another Italian explorer, Amerigo Vespucci, who was a friend of Columbus' and who later explored the coastline of the New World.

Amerigo Vespucci (1451-1512) was a successful Florentine businessman and navigator who was knowledgeable in geography and cosmography. He was also the financial representative of the Medici, who were influential people in the fifteenth century. It was mainly for these reasons that he got involved in various expeditions at the time, made acquaintance of Columbus and was of great help to him. Although he did not actually join in any of the Columbus expeditions, he was responsible for their organisation. He obtained the ships and the necessary supplies, such as food.

Vespucci's own expeditions took place at a later date. To find answers to the questions raised by Columbus' claims to have reached

Asia by travelling west, Vespucci was employed by the Spanish and the Portuguese to organise new expeditions. The first of these was in 1499 - 1500, the second in 1501 - 1502. During these expeditions, he travelled down the South American coastline, from Venezuela to Brazil, and discovered the mouth of the Amazon river, which received plenty of attention.

Although Columbus is considered the most important explorer of all times, he could not achieve what Vespucci did. Vespucci proved that America was a new continent and not a part of Asia. For this reason, the continent was named America after him in 1507.

A. What do the following refer to?

1. 'others' (line 5): other _____
2. 'it' (line 11): _____
3. 'They' (line 11): _____
4. 'They' (line 14): _____
5. 'who' (line 27): _____
6. 'at the time' (line 33): _____
7. 'the second' (line 42): _____
8. 'which' (line 44): _____

B. Mark the statements as True (T) or False (F).

- ____ 1. Europeans travelled through America before AD 460.
- ____ 2. In the ninth century there were Irish people living in Iceland.
- ____ 3. History books say that the Norsemen visited America before the Irish.
- ____ 4. Herjolfsson and Ericsson probably did not visit South America.
- ____ 5. Columbus landed in North America on October 12, 1492.
- ____ 6. In Columbus' day, Asia was called the Indies.

C.

1. Who were the first people to reach America? Which route did they follow?

2. Why was America named after A. Vespucci?

3. Give one reason why Vespucci was involved in the expeditions at his time.

4. How did Vespucci help Columbus?

5. Why were the new expeditions set up by the Spanish and the Portuguese?

A ROSE-RED CITY

A rose-red city, half as old as time!

These words describe the ancient, ruined city of Petra, hidden in the mountains of southern Jordan. The rose-red colour comes from the sandstone of the mountains into which caves, temples, tombs and monuments were built. Because it was surrounded by mountains, this beautiful city stayed undiscovered through the ages until the 18th century, when the archeologists found the way in. The first scientific investigation of the place, however, was possible towards the end of the following century.

Today tourists can enter Petra through the same deep path, which twists for one mile through the mountain. At times, it is so narrow that the walls block out the sky leaving the traveller in complete darkness. At the end of the road the darkness suddenly turns into brilliant sunshine in the Wadi of Urn, where the magnificent columns of the Treasury, Petra's most famous monument, tower up to the blue sky. The central city area lies in the Wadi Mousa and this is mainly where the most beautiful walls, steps, fountains and temples are found.

Now the city lies quietly under the hot desert sun, and nobody lives there except the archeologists, museum keepers and guides and a small number of Bedouin families who still inhabit the caves high up on the hillsides. And the tourists, of course, who come every year to see the ancient, secret city of rose-red stone. They listen carefully to the guides who tell them that Petra was once a wealthy city of the ancient world. It began as a watering place for the caravans and developed into an important trading centre.

The hills around Petra were settled in the fifth century B.C. by the people of an ancient tribe, the Edomites, who began to build the city. However, it was actually the Nabateans, who settled the Wadi Mousa in 310 B.C. that brought wealth and prosperity to the city. They built beautiful temples to worship the sun and made delicately painted pottery. They also established a well-developed administrative system to live in peace. A long-line of Nabatean kings came to an end in 106 AD, when Petra was occupied by the Romans and became part of the Roman province of Arabia. At first, the city flourished under Roman administration. The Romans built beautiful monuments and made new improvements to the city, such as the Collonade Street, which is very famous among archeological circles. However, as the economy of the whole eastern area began to change, the trade routes disappeared and Petra declined. By the sixth century AD, there was no longer any mention of Petra in ancient writings.

A. What do the following refer to?

1. 'the following century' (line 9): _____
2. 'it' (line 11): _____
3. 'where' (line 16): _____
4. 'them' (line 23): _____

B. Mark the statements as True (T) or False (F).

- _____ 1. Petra is called the rose-red city because of the special type of rock formation found in the mountains surrounding it.
- _____ 2. The only way into Petra today is a path up the mountains, which receives plenty of sunshine.
- _____ 3. The Treasury, Petra's most famous temple, is a cave in the Wadi Mousa.
- _____ 4. The Bedouin families, who work as archeologists, museum keepers and guides, are the only inhabitants of the central city area today.

C. Complete the table.

HISTORICAL DEVELOPMENT OF PETRA		
Settlers	Date	Cultural Contributions
		founded the city
		made pottery

A SURVEY ON EDUCATION

The results of a new survey published in the form of a report have led to a certain amount of discussion. The survey was conducted by a team of educationalists from Coventry University, headed by Prof. B. J. Martin. According to the report, which claims to have strong statistical evidence, children who attend a number of different schools through their parents having to move around the country are not academically successful. There are also indications, says Professor Martin, of an unusually high rate of psychological disturbance among such children.

The professor, who has long suspected that the effect on children whose parents travel to different parts of the country in search of work has not been sufficiently researched, stresses that this is not simply an expression of opinions. "We're not dealing here with opinions", he says. "It's true, my personal feeling is that children should stay in one school. However, our findings are based on research and not on any personal attitudes that I or my colleagues may have on the subject."

Captain Thomas James, an army lecturer for the past 20 years and himself a father of two said: "I've never heard such rubbish. As far as I'm concerned, absolutely no harm is done to the education of children who change schools regularly - as long as they keep to the same system, as in our army schools. In my experience, and I've known quite a few of them, army children are as well-adjusted as any others, if not more so. What the professor doesn't appear to understand is the fact that in such situations children will adapt much better than adults."

When this was put to Professor Martin, he said they had never suggested that all such children were backward or disturbed in some way, but in their experience they had found out that the majority had problems.

"Our findings indicate that while the extremely bright child can cope with changes without harming his or her general academic progress, the majority of children suffer from constantly having to enter a new learning environment."

Mark the best choice.

1. Line 8, 'such children' refers to children _____
 - a) who have psychological problems
 - b) whose academic success is high
 - c) whose parents are educationalists
 - d) who attend different schools

2. Line 25, 'this' refers to _____
 - a) what is suggested in the report
 - b) a difficult situation
 - c) the education system in the army
 - d) what Captain James has said
3. According to Professor Martin's report, _____
 - a) it is not good for children to change schools too often
 - b) parents should not move around the country
 - c) statistics about education can be misleading
 - d) a lot of 'army children' suffer from psychological disturbance
4. The professor's personal opinion _____
 - a) is the opposite of what his report has shown
 - b) is in a way confirmed by his research
 - c) played a big part in his research
 - d) is based on his own experience as a child
5. We can understand that Captain James' children _____
 - a) have been disturbed by changing schools
 - b) go to ordinary state schools
 - c) have adjusted well to the army school education
 - d) discuss their education regularly with their father
6. Captain James says that _____
 - a) children should change schools regularly
 - b) all children should go to army schools
 - c) children are more adaptable than adults
 - d) all children can cope with problems easily
7. The survey results show that _____
 - a) the academic progress of very intelligent children is harmed
 - b) the majority of children who change schools suffer from the situation
 - c) normal standard children are usually academically more successful
 - d) all children who enter a new learning environment have problems

THE ROYAL NATIONAL INSTITUTE FOR THE BLIND

The Royal National Institute for the Blind (RNIB) is trying to help the 130,000 blind people in Britain. Most of these people are 75 or older, which is an age when it is difficult to make a new start.

5 Things are difficult if you are born blind but if you lose your sight later in life, it is worse. It takes time to adjust to your new life without sight. How easily you do this depends on your age, your character and the help you get from people around you.

10 Think of the things we do every day like pouring a cup of tea, telling the time, or playing a game of cards. Imagine how difficult it will be to do any one of them if you are blind.

15 RNIB grew from the idea of one man, Dr. Thomas Armitage, who formed a committee in 1868 to find the best method of reading by fingers. Armitage was a physician who had lost his sight and decided to spend the rest of his life improving conditions for blind people. He thought the first thing they needed was a good education. Schools for blind children in the nineteenth century used many different kinds of raised alphabet. Some were shaped like ordinary print, others were simplified forms of our alphabet like the Moon system, which we still use. However, most could only be produced by a printing press, so there was no way for a blind person to write. With so many methods in use very few books could be published in each type. Armitage's committee took two years to decide that Braille, which could be written as well as read, was the best and now it is used all over the world, in Chinese and in Russian, in Arabic and in Greek.

A. What do the following refer to?

1. 'these people' (line 2): _____
2. 'which' (line 3): _____
3. 'them' (line 10): _____
4. 'they' (line 15): _____
5. 'others' (line 17): other _____

B.

1. Adjusting to life without sight depends on certain factors. What are these?

2. What was the advantage of Braille?

C. Mark the statements as True (T) or False (F).

- _____ 1. In the 19th century, there were no schools for the blind.
- _____ 2. The Moon system is not in use today.
- _____ 3. Before Armitage, blind people could not easily find books printed for themselves.
- _____ 4. Braille was chosen as the best system for the blind in 1870.

HOW TO 'SEE' A CITY

For anyone visiting a great city for the first time and determined to get as much out of it as possible, there are two golden rules. Travel by train and arrive in the evening. The advantage of the former is that it delivers you immediately in the city centre, avoiding the traffic and the depressing suburbs. An evening arrival, on the other hand, means the visit can start with relaxation. You go straight to your hotel, settle into your room, have a nice long drink - preferably in a steaming bath, and then stroll off to a small restaurant for dinner. Never, particularly on that first evening - unless it is very late or you are very, very tired - eat in the hotel. Hotel restaurants, in the great cities, serve bland and boring food.

15 All cities look better at night; the ugly ones because you can't see them so well, the beautiful ones because - in most cases - you can see them better, thanks to lights. However, detailed sightseeing should be done by day, because the museums and galleries and monuments of one kind or another are not open during the hours of darkness. But remember: cities are not only made up of museums and galleries. Above all, cities are architecture; and architecture, if looked at properly, can give you as much pleasure as any number of pictures or showcases. So all we need to do is train our eye to see the architecture. The trouble is because we see it all around us, all the time, we tend not to see it at all.

Now, there are three ways of looking at the architecture of cities: on

- 25 foot, from a boat on a river or canal, or from a bus. Obviously, the most important thing is to be able to look up. Most buildings, like most people, get more interesting towards the top. Heads, after all, are much more interesting than feet!

- 30 Once your tour of the city is complete, return to the central square - if there is one. Find the best postcard shop, buy as many postcards as possible, note the places you still haven't seen, and think back over the ones you have, with the help of these postcards. And don't forget to send several of these postcards to your home address, because when you come back home, these postcards will continue to remind you of the places you have visited, from their place on the mantelpiece in your house.

A. What do the following refer to?

1. 'it' (line 2): _____
2. 'them' (line 14): _____
3. 'it' (line 21): _____
4. 'one' (line 28): _____
5. 'ones' (line 30): _____

B. Match the words from the text with their meanings.

- | | |
|--------------------------------|---|
| _____ 1. suburb (line 5) | a) without any taste |
| _____ 2. stroll off (line 8) | b) a glass container with valuable objects inside that people can look at |
| _____ 3. particularly (line 8) | c) correctly and satisfactorily |
| _____ 4. bland (line 10) | d) an area of a town or city away from the centre |
| _____ 5. properly (line 18) | e) walk in a slow, relaxed way |
| _____ 6. showcase (line 19) | f) a wood or stone shelf above the fire place |
| _____ 7. mantelpiece (line 33) | g) especially |

C. Mark the statements as True (T) or False (F).

- _____ 1. According to the writer, rail travel helps you have a relaxing tour around the city centre.
- _____ 2. The writer strongly advises to spend your first evening in your hotel and eat there as well.
- _____ 3. The writer thinks that the architecture of a city is as important as its museums, galleries or monuments.
- _____ 4. The writer advises sightseers to examine buildings by looking up.
- _____ 5. According to the writer, you should buy postcards before you tour the city to learn about the best places to see.

STUNTPeople

Would you jump off the Great Wall of China for £300 a day?

- 5 A stuntperson is a man or woman who does all the dangerous acting work in films. This can be anything from a simple fall into a swimming pool, to jumping from the top of a very tall building. It sounds like a crazy job that you'd have to be mad to try, but there are actually lots of people who want to do it. Sarah Franzi, twenty-four, is one of Britain's sixteen professional stuntwomen. (There are a hundred and sixty stuntmen in the country.) We asked Sarah how she came to be a stuntwoman.

- 10 "From when I was young I'd trained to be a dancer, and for seven years after school I was rarely out of work. But a dancer's professional life is pretty short, and my father suggested I should think about doing stunt work after I'd given up dancing. I thought about it for the next two years. Then I decided to take the risk and started the training course.

- 15 For six months, I worked really hard every day, all day. I had to learn different skills - sub-aqua, sky-diving, horse-riding, etc."

- 20 Sarah finished the course and applied to the Stunt Committee (the group which decides whether you're accepted as a professional stuntperson or not). Two weeks after she was accepted, Sarah was throwing herself off the Great Wall of China in *Superman IV*.

- 25 "I was very lucky to get work so quickly. I had a small part, playing a tourist who fell off the Wall after an earthquake. The tourist was rescued from death by Superman, of course. Actually, I fell 25 metres onto cardboard boxes! You can't use anything softer than those, like mattresses for instance, because you'd bounce back up into view of the camera. Instead, you just have to learn to fall properly. It's quite dangerous but I enjoy taking risks which are part of the job.

HOW TO BECOME A STUNTPERSON

- 30 To be accepted as a stuntperson, you have to be between 18-30 years old and a full member of Equity, The Actors' Union. You also have to reach a very high standard in at least six of the skills listed below. They should fall within at least three of the groups, but not more than two of the skills should fall within any one group. The groups are:

Group A - Fighting

Fencing, Boxing
Judo or Wrestling

Group B - Falling

Diving
Parachuting

Group C - Riding and Driving

Horse riding
Car driving
Motor-cycle riding

Group D - Agility and Strength

Gymnastics

Group E - Water

Swimming
Sub-aqua

A. What do the following refer to?

1. 'This' (line 2): _____
2. 'it' (line 12): _____
3. 'those' (line 24): _____
4. 'which' (line 27): _____
5. 'They' (line 31): _____

B. Does the text give information on the following points? Mark the statements Yes (Y) or No (N).

- _____ 1. What the writer thinks about stunt people.
- _____ 2. The number of stunt people injured every year.
- _____ 3. The type of clothes stunt people wear.
- _____ 4. The skills required of a stuntperson.
- _____ 5. How much a stuntperson earns in general.
- _____ 6. The length of the training course for stuntpersons.
- _____ 7. Examples of acting work a stuntperson is asked to do.

C. Mark the best choice.

1. According to the text, Sarah Frenzi _____
 a) is the most famous of the twenty-four stuntwomen in Britain
 b) trained for seven years to be a stuntwoman
 c) continued dancing for two years while she considered being a stuntperson
 d) learned many things from her father, who was a stuntman himself
2. In her first job as a stuntwoman, Sarah _____
 a) had to work very hard for six months
 b) had to throw herself twenty-five metres down
 c) did not do anything dangerous as she had a small part
 d) was not yet accepted as a professional stuntperson by the committee
3. For a professional stuntperson, _____
 a) it is necessary to be a member of the Stunt Committee
 b) there are strict age limitations
 c) it is necessary to have a high standard in all skill groups listed in the text
 d) it is only required to be qualified in one skill group listed in the text

COMPUTER EDUCATION

The Government has almost doubled its spending on computer education in schools. Mr. William Shelton, the Education Minister, announced that the Microelectronics Education Programme (MEP) is to run for two more years with additional funding of at least £9 million.

The programme began in 1989, was originally due to end in 1993, and had a budget of £9 million. This has been raised in bits and pieces over the past year to £11 million. The programme will now run until March 1995, at a cost of around £20 million.

MEP provides courses for teachers and develops computer programmes for classroom use of personal computers. It is run together with a Department of Industry programme, under which personal computers are supplied to schools at half-price.

In that way, virtually every secondary school will have been provided with computers at a low cost. But, as Mr. Shelton admitted yesterday: 'It's no good having the computers without the right computer programmes to put into them and a great deal more is still needed.' Hence, MEP needs the new funds being provided.

Mr. Shelton said yesterday that MEP's achievements in curriculum development and teacher training had shown that the computer could be used in all courses.

About 15,000 secondary school teachers have taken short courses in 'computer awareness', which is a necessary part of the half-price computer offer, and training materials are now being provided for 50,000 primary school teachers.

The reasoning behind MEP is that no child now at school can hope for a worthwhile job in the future economy unless he or she understands how to deal with computers - not in the training sense, but in learning the general skill to extract the information which will be required in their job.

Mark the best choice.

1. The original MEP programme was expected to _____
 a) last two years and cost nine million pounds
 b) last four years and cost nine million pounds
 c) last two years and cost eleven million pounds
 d) last four years and cost eleven million pounds

2. Which of the following is **not** an aim of MEP?
- To develop personal computers to be used in schools.
 - To arrange for cheap computers to be supplied to schools.
 - To show teachers how to use personal computers.
 - To train teachers to work with classes using computers.
3. According to the programme, computers will be _____.
- introduced in most schools, at no expense to the school
 - provided for the personal use of all secondary school teachers
 - supplied to all secondary schools at half-price
 - provided for most teachers at a low cost
4. The additional funds will be mainly used _____.
- as part of the agreement to supply computers cheaply
 - to develop further computer programmes for schools
 - to train 50,000 secondary school teachers
 - to provide short courses for 15,000 secondary school teachers
5. The reason for the introduction of computers in schools is that _____.
- in the future, all teaching will be done with computers
 - computer programmers will have better jobs in the future
 - large numbers of people will have to be trained as computer programmers
 - people will need to be able to use them to obtain information in their work

RUNNING AWAY FROM TROUBLES

Sixteen years ago, Eileen Doyle's husband, an engineer, kissed his four children early one morning, packed a small case and was never seen or heard of again. Eileen was astonished and was in a state of despair. They had been a happy family and, as far as she knew, there had been nothing wrong with their marriage.

Every day of the year a small group of men and women quietly pack a few belongings and, without a note or a goodbye, close the front door for the last time, leaving their debts, their worries and their confused families behind them. Many return home within a year, but a minority reject the past completely and start living a new life somewhere under a different identity.

For those left behind, this form of desertion is a terrible blow to their pride and self-confidence as they usually tend to blame themselves for the situation. Some say they would prefer to be dead rather than be abandoned like this. Worse than that, people can be left with an unfinished marriage, not knowing whether they will have to wait seven years, as the law says, before they are free to start a fresh life.

Clinical psychologist Paul Brown believes most departures of this kind to be well planned rather than impulsive. "It's typical of the kind of personality which seems to be able to ignore other people's pain and difficulties. Running away, like killing yourself, is a highly aggressive act. By creating an absence, the people left behind are made to feel guilty, upset and empty."

According to Bramwell Pratt, head of The Police Investigation Department, men and women run away for very different reasons though lack of communication is often the biggest motive. 'The things that disturb a man's personality are obscure problems like being tied up in debt, or serious worries about work. Women usually leave for more obvious reasons, with fear at the root of everything. Men are more often prepared to give their marriage another try than women, but we are aware that, for most wives, it would be difficult to return after the way they've been treated.'

Mark the best choice.

1. When her husband left home, Eileen Doyle _____.
- could not forgive him for taking the children
 - had been expecting it to happen for some time
 - could not understand why
 - blamed herself for what had happened

2. Most people who leave their families _____
a) do so without warning
b) do so because of their families
c) come back immediately
d) change their names
3. The man or woman left behind usually _____
a) feels responsible for the situation
b) wishes the person who has left were dead
c) plans his or her life carefully
d) knows he or she cannot get married again
4. Paul Brown believes that leaving home is usually the result of _____
a) an act of confidence
b) an act of selfishness
c) a sudden decision
d) the end of a marriage
5. The police believe that _____
a) men and women leave their families for similar reasons
b) men's reasons are more clear than women's
c) women never want to give men another chance
d) women are often afraid to give their marriage another try

FRIENDSHIP

5 Friends play an important part in our lives, and although we may take the fact of friendship for granted, we often don't clearly understand how we make friends. While we get on well with a number of people, we are usually friends with only a very few - for example, the average among students is about 6 per person.

10 Moreover, a great many relationships come under the term 'friendship'. In all cases, two people like one another and enjoy being together. However, the degree of closeness between them and the reasons for their mutual interest vary greatly. In other words, there are many reasons for why two people share the same interest in each other.

15 At the very beginning, much depends on how people meet and on positive first impressions. As we get to know people, we take into consideration things like age, physical attractiveness, economic and social status and intelligence. Although these factors may not seem very important, it is difficult to be friends when there is a big age difference or when the backgrounds are different.

20 As we get closer, we become interested in actual behaviour, facial expression and tone of voice. Friends will stand closer together and will spend more time looking at each other than people who just know each other. Smiles and soft voices also express friendliness. It is because they may send out the wrong signals that shy people often have difficulty in making friends. To illustrate, their nervousness may be mistaken for unfriendliness. People who do not look at the eyes of those they are speaking to are not trusted. However, those people may simply lack confidence.

25 Some relationships become stronger with argument and discussion, but usually intimate friends have similar ideas and beliefs and share the same attitudes and interests. Although some people become close friends immediately, it usually takes time to reach this point. The more intimate people become, the more they rely on one another. People want to do friends favours and hate to disappoint them.

30 There are no friendship ceremonies but the support and understanding that results from shared experiences and feelings seems to create a powerful relationship which can overcome differences in background and age.

35

A. Find the meanings of the words.

1. 'mutual interest' (line 9): the interest which _____

2. 'intimate' (line 27): _____

B. Mark the statements as True (T) or False (F).

____ 1. The reasons behind friendship are clearly understood.

____ 2. Many relationships can be classified as friendship.

____ 3. Two people who like each other and being together always become very close friends.

____ 4. People who just know each other look at each other more than good friends do.

____ 5. People who are not self-confident may not be able to look at a person's eyes.

____ 6. Argument and discussion help some relationships to get better.

C.

1. What determines whether we want to be friends with someone before we know him?

a) _____

b) _____

2. Why are actual behaviour, facial expression and tone of voice important in friendship?

3. Which two differences between people are likely to prevent friendship?

a) _____

b) _____

4. Write four characteristics of an intimate friendship.

a) _____

b) _____

c) _____

d) _____

5. What two things seem to create a powerful relationship?

a) _____

b) _____

AMERICAN CITIES

We can trace all the problems of the American cities back to one starting point: we Americans don't like our cities very much.

That is strange. More than three-fourths of us now live in cities, and more are flocking to them every year. We are told that the problems in our cities are receiving more attention in Washington.

However, it is historically true: in the American psychology, the city has been a basically suspect institution. Americans have related urban areas to Europe, which they believed to be full of dishonesty and illegal behaviour. Moreover, they believed that cities lacked spaciousness and innocence, so easily found in rural areas. Therefore, it can be said that a strong anti-urban attitude runs through American thinking. The settlement of America was a reaction to the harsh conditions in European industrial centres. People came to America because there was available land and they wanted to escape from the bad influences of the cities.

What has this got to do with the unpleasant situations of the modern cities? I think it has a lot to do with it. The United States has never thought that the American cities were worthy of improvement. It was believed that cities should support themselves. The reason behind this is not directly the result of a 'the city is evil, and therefore, we will not help it' attitude. It is more indirect. Billions of dollars are spent to preserve the family farms but nothing is done about an effective programme for jobs in the cities. In addition, although there have long been government agencies which deal with agriculture, small business, veterans and commerce, the Department of Urban Development wasn't set up until 1965. Now consider this: the most important housing law was not the law that provided public housing; it was the law which provided low-interest mortgages for Americans who wanted to buy a home. More than anything, this made the suburban dream a reality. 800,000 middle-class New Yorkers left the city for the suburbs dreaming of grass and trees and a place for their children to play in. They were replaced by unskilled workers, who represented a further cost to the cities.

In other words, the world of urban America has become a dark place which doesn't deserve support or help in the minds of Americans.

A. What do the following refer to ?

1. 'them' (line 4): _____
2. 'they' (line 8): _____
3. 'it' (line 17): _____
4. 'They' (line 32): _____

B. Mark the statements as True (T) or False (F).

- _____ 1. Less than one-fourth of the Americans live in rural areas.
- _____ 2. Before coming to America, people were happy with the industrial conditions in Europe.
- _____ 3. Billions of dollars are spent on farms and programmes for jobs in the cities.
- _____ 4. The first government agency that was concerned with urban development was established in the mid-1960's.
- _____ 5. Unskilled workers who replaced the New Yorkers who left for the suburbs contributed to the economy of New York.
- _____ 6. The Americans' negative attitude toward cities has been changing recently.

C.

1. What is the main reason for all the problems of American cities?

2. Why do Americans have an anti-urban attitude?

- a) _____
- b) _____

3. What made the suburban dream a reality?

4. Why did New Yorkers leave the city for the suburbs?

5. Which of the following expresses the main idea of the fourth paragraph?

- a) How the Americans' opinions on cities influenced the development of cities.
- b) Why people moved from New York to the suburbs.
- c) Why unskilled workers arrived in New York.
- d) When different government agencies were set up.

CULTURE SHOCK!

Each society has its own beliefs, attitudes, customs, behaviours, and social habits. These give people a sense of who they are, how they should behave, and what they should or should not do. These 'rules' reflect the 'culture' of a country. 1

People become conscious of such rules when they meet people from different cultures. For example, in some cultures, being on time can mean turning up several hours late for an appointment, even for a business meeting; in others, 3 p.m. means 3 p.m. Also, the rules about when to eat vary from culture to culture. Many North Americans and Europeans have three mealtimes a day and organise their timetable around them. In some countries, on the other hand, people often do not have strict rules like this - people eat when they want to, and every family has its own timetable. 2

When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and the culture in the other country. The most common way of comparing two cultures is in terms of their differences - not their similarities. For some people, travelling abroad is an exciting experience; for others though, cultural differences make them feel uncomfortable, frightened, or even insecure. This is known as 'culture shock.' 3

Here are several things to do in order to avoid culture shock: Avoid quick judgements; try to understand people in another culture by looking at things from their own point of view. Try to become more aware of what is going on around you. Don't think of your cultural habits as 'right' and other people's as 'wrong.' Be willing to try new things and to have new experiences. 4

A. Match the paragraphs with the headings below.

- _____ Culture shock
- _____ Culture
- _____ How to avoid culture shock
- _____ Cultural differences

B.

1. Write a sentence describing what you should **not** do when travelling to or living in another country for the first time.

2. Write a sentence describing what you should do when travelling or living in another country for the first time.

C. Mark the statements as True (T) or False (F).

- ___ 1. In some cultures, it is not unusual to be late for a business meeting.
- ___ 2. North Americans do not have strict rules about mealtimes.
- ___ 3. People usually compare the similarities between two cultures.
- ___ 4. Cultural differences make everybody feel frightened.

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COMMUNICATION AND CULTURE

As the basic building blocks of communication, words communicate meaning, but culture is the most important factor that influences the meanings of words. Meaning is in the person, not in the word, and each person is the product of a particular culture. Thus, if we are willing to learn to communicate well in a foreign language, we must understand the culture that affects the language. In other words, culture and communication are inseparably linked. You can't have one without the other because they are interconnected. Culture gives meaning and provides the context for communication, and the ability to communicate allows us to act out our cultural values and to share our language and our culture.

But our own native language and culture are so much a part of us that we take them for granted. When we travel to another country, we don't think much about our language and culture but we carry our own cultural views along with our passports and luggage; we never leave them behind. Using our own culture as the standard to judge other cultures is called ethnocentrism, and although they are unintentional, our ethnocentric ways of thinking and acting often get in the way of our understanding other languages and cultures. In other words, although we don't plan to be ethnocentric, we think and behave in such a way that it becomes difficult for us to understand other languages and cultures. The willingness to understand a different culture is the cure for cultural blindness. Studying a new language provides the opportunity to develop different views because we also learn the context of the culture that the language belongs to.

When linguists study a new language they often compare it to their own, and consequently they gain a better understanding of not only the new language, but of their own language as well. Students who study a foreign language will also learn more about their own native tongue by comparing and contrasting the two languages. You can follow the same comparative method in learning more about culture - your own, as well

as others'. Remember that each culture has developed a set of patterns that are right and appropriate for that culture. If people do things differently in another culture, they are not 'wrong' - they are just different and suitable for that particular culture. Always thinking that 'culturally different' means 'culturally wrong' will only promote intercultural misunderstanding and this is what we should all try to avoid.

A. Mark the best choice.

- 1. To influence (line 2) is to _____.
 - a) be willing
 - b) understand
 - c) be the product of
 - d) affect
- 2. Line 7, when things are 'inseparably linked', they _____.
 - a) provide a context
 - b) are interconnected
 - c) share the same culture
 - d) are able to communicate
- 3. Line 13, to 'take' something 'for granted' means _____.
 - a) to carry it with you
 - b) not to leave it behind
 - c) not to think much about it
 - d) to be a part of it
- 4. Line 17, 'unintentional' means _____.
 - a) not planned
 - b) difficult
 - c) different
 - d) not used
- 5. Line 33, 'appropriate' means _____.
 - a) comparative
 - b) native
 - c) foreign
 - d) suitable

6. The main idea of the first paragraph is that _____.
- communication and culture are closely related
 - people are the products of the cultures they live in
 - people should share their cultural values
 - communication makes it possible to share cultures
7. The main idea of the second paragraph is that _____.
- it is possible to prevent cultural blindness
 - we carry our cultural values everywhere we go
 - our own cultural views may prevent us from understanding other cultures
 - people who study a new language should learn the culture it belongs to
8. The main idea of paragraph 3 is that _____.
- while studying a new language, you gain better understanding of your native language
 - every culture has a set of patterns that are different from others
 - to understand our culture better, we should learn more about our native tongue
 - to avoid intercultural misunderstanding, we should realize that people from different cultures behave differently

B. Mark the statements as True (T) or False (F).

- ____ 1. Words are the building blocks of communication.
- ____ 2. Cultural blindness is understanding other languages and cultures.
- ____ 3. Linguists are people who study languages.
- ____ 4. We should try to promote intercultural misunderstanding.

C.

1. What is ethnocentrism?

2. How can learners of a foreign language learn more about their own languages?

FREE TRADE

In the nineteenth century, economists believed that there were limits to human wealth. In their opinion, when one man became richer, another grew poorer. If a country wished to improve its standard of living, it had to export more than it imported. So, in Britain, the main argument in those days was about free trade and protectionism.

The owners of the Lancashire textile factories naturally supported free trade because they wanted to export as many products as possible. In their view, it would be better for the country if they sold more goods to other countries. The landowners and farmers, on the other hand, were afraid of foreign competition. Free trade won because Britain at that time was able to buy as many cheap raw materials as it needed from its colonies and sell them again as finished goods. Import controls would have damaged its position as the strongest manufacturing nation in the world.

In America, a similar belief in free trade eventually led to a crisis in economy - the Wall Street crash, in 1929. People in the USA were benefiting from the expansion of the American economy in the First World War. They became convinced that money automatically makes more money and speculative investments are always profitable. When they lost confidence in the stock market, the effects of the 'crash' were felt all over the world.

Following the Wall Street crash, the economist John Maynard Keynes introduced a new theory. In simple terms, his solution to the problem was that there is no fixed limit to human wealth. Factories can always produce more if people can afford to buy the goods. Therefore, governments must help factories and create jobs, and the factories must pay good wages. In this way, every worker becomes a consumer.

For a time, especially after the Second World War, Keynes's theory was successful. It kept the factories working and maintained full employment. In the 1970s, however, several unpleasant facts emerged. For one thing, we began to realise that the world's resources are limited. We cannot go on producing more and more because we are using up our resources too fast. Secondly, more efficient production is often achieved with fewer workers and bigger machines, not the other way round. Above all, the industrialised nations of the world consume more of the world's resources than they produce. But it is difficult to make people economise when they think that they create more unemployment by spending less money.

A. Mark the statements as True (T) or False (F).

- _____ 1. Britain sold raw materials to its colonies.
- _____ 2. The U.S.A. was in a good economic situation during the First World War.
- _____ 3. According to Keynes, a worker becomes a consumer when he gets a good wage.
- _____ 4. Just after the Second World War, people realised that the world's resources are limited.
- _____ 5. It is usually necessary to employ a large number of workers to achieve more efficient production.

B.

- 1. According to 19th century economists, what was necessary for a country to achieve a better standard of living?

- 2. Why didn't landowners and farmers support free trade?

- 3. Which country was the strongest manufacturing nation in the 19th century?

- 4. What was the result of free trade in the U.S.A. in 1929?

- 5. What was the success of Keynes's theory?

- 6. Why is it difficult to make people spend less money?

TWO STRANGERS ON A TRAIN

Kate sat in the dining-car of the express train that was taking her back home to Bristol. She had hardly touched the meal in front of her. The steak was just as she normally liked it; medium-rare and thick. It was surrounded by large, grilled mushrooms and crisp fried potatoes. But Kate was worried and in a bad mood. She had recently come back from Mexico, where she had been very happy teaching English to businessmen and engineers. It seemed unlikely that she would ever find such a good job again. Two had been offered to her, both of which she had turned down because of the poor salaries. Nobody seemed interested in her excellent qualifications, which included almost perfect Spanish, fluent German and French and an excellent knowledge of commercial and technical English.

Joe sat in another part of the train, smoking nervously. He was the Director of Studies at a large English language school in Cambridge, which had recently started specialising in courses for foreign businessmen and engineers. He had a lot of problems, but the biggest one was finding good, qualified teachers who could teach the sort of English his students needed. A meeting of technical and commercial translators was taking place in Bristol, which was why he was going there. He hoped to persuade some of them to become teachers at his school, and was prepared to offer good salaries.

The only other person in Joe's compartment was an old man who was already asleep and snoring, and whose mouth was hanging open like an empty mouse-trap. Even though he was not hungry, he wondered if he might find more attractive company in the dining-car. The old man began to snore more loudly. Joe got up.

It was only after he had sat down in the only vacant seat in the dining-car that he noticed Kate. She was opposite him, and had the sort of face he liked. He wondered how he could start a conversation with her. He casually asked her if she minded him smoking, feeling sure she would not. But to his surprise, she did. Nothing more was said for a moment. Then,

A. Mark the statements as True (T) or False (F).

- _____ 1. Kate didn't like the steak that was served to her.
- _____ 2. In Mexico, she worked with English businessmen and engineers.
- _____ 3. She refused the job offers as they were financially unsatisfactory.
- _____ 4. The courses at the language school in Cambridge were on business and engineering.
- _____ 5. Joe sat opposite Kate although there were many empty seats.
- _____ 6. Kate didn't want Joe to smoke.

B.

1. Why did leaving Mexico make Kate unhappy?

2. What qualifications did Kate have?

3. What worried Joe most?

4. Who was he going to meet in Bristol?

5. When did he decide to leave his compartment?

6. Why did he ask Kate if she minded him smoking?

7. Thinking optimistically, how would the story end?

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VILLAGE VOICE

From The Guardian.

The woman had been sent to the village by the Government, but she did not act like an official. She humbly asked permission to address the village elders. "I've come to help your children," she said. "Or to take them away from us," the mothers whispered, and hid their offspring. The elders were suspicious too, but let her have a hut - the most dilapidated in the village. That was how to get rid of an unwanted guest. Leela carried her own water from the distant well, and gathered wood for the cooking. The village watched. At first, making her hut a suitable place to live in and doing basic chores took all her time. But she was going to stay.

The children gradually came out of hiding. Leela baked sweets and delicacies, but only one or two children approached her. The Black Witch, the villagers called her - her skin was darker than theirs. "If the Black Witch catches you," the mothers warned, "she will turn you into a wolf."

Leela addressed the village council again. The Government had given her a

small food allowance for the children, but only for those who came to her class. All boys and girls between the ages of three and five were welcome. Sometimes she gave them a handful of rice and sometimes peanuts or walnuts.

First just a few came. Then a dozen, then more. Every morning Leela washed them at the well - something their mothers did perhaps once or twice a month. She combed their hair daily, not just for festivals. If a child's sleeve was torn, she sewed it on, rather than leave it to tear further. But what the mothers appreciated most was the time they gained to work in the fields without the children round their feet.

The day Leela was too ill to take the class, the village was thrown into confusion. Parents had come to expect their new freedom. The women looked in on her, and brought her milk and herbal remedies. The next day she was better.

Now Leela could carry out the second stage of her plan. She invited the women to an evening class, to teach them child care. She explained why cleanliness and diet were important. The villagers grew very few vegetables. "You should grow more," she insisted. They asked her why. She improvised: "They increase your blood supply."

The men told their wives to stay away from the class. If they spent their evenings with Leela, the husbands would have to carry water and cook supper themselves. Most of the women obeyed reluctantly. But some of the younger wives kept going to evening classes. They were curious about the outside world, and wanted to hear more.

The husbands grew angry. Leela was spoiling their wives. Where would it end? The village elders had been right to distrust her from the start. She must go. They tried again to make life difficult for her, but she remained undaunted. The man who owned her hut decided he wanted it for his relatives. Another villager, one of the few men to appreciate her work, offered her his spare hut.

The children still came to the morning class, even when the food supply gave out, as it often did. She saw that as her major achievement. New habits were being formed. Now, when they were old enough, they were more likely to go to the proper school outside the village rather than graze the cattle. She was getting somewhere.

But the villagers continued to plot against her. One day her superiors received an anonymous letter. Soon she was called back to town.

A. Mark the best choice.

1. The hut which Leela was allowed to live in was _____.

- a) reserved for the villagers' guests
- b) in a terrible condition
- c) built near a well
- d) like the other huts in the village

2. Leela gave food only to those who came to her class _____
- a) to attract the other children as well
 - b) because she had persuaded the government to send food
 - c) as she wanted the village children to be well-fed
 - d) although she had enough food for all the children
3. Leela realised that she had been successful in her attempts when _____
- a) she found friends to support her against other villagers
 - b) the villagers tried to make life difficult for her once again
 - c) the children started going to the proper school outside the village
 - d) the children kept going to school although she had no food to give them
4. Leela came to the village in order to _____
- a) help the villagers raise their children
 - b) learn about the life in the village
 - c) educate the children and the parents
 - d) teach the villagers how to grow vegetables
- B. Mark the statements as True (T) or False (F).
- _____ 1. When Leela first arrived in the village, the mothers knew she was going to be very helpful.
 - _____ 2. Before Leela's arrival, the children combed their hair every day.
 - _____ 3. Not having their children around made the mothers pleased because they had more time to work in the fields.
 - _____ 4. The women looked after Leela when she was ill just because they liked her.
 - _____ 5. The husbands were against the evening classes since they had to do housework when their wives were not at home.
 - _____ 6. The letter was probably sent by the men who didn't like the changes Leela brought about.

WHAT IS THIS THING CALLED LOVE?

*What is love? Dr. Michael R. Liebowitz, assistant professor of clinical psychiatry at Columbia University, believes that falling in love is influenced by our brain chemistry. This connection is the focus of Dr. Liebowitz's book, **The Chemistry of Love**. In an interview with **People** magazine, he discussed his neurochemical theories of romance.*

Don't you find it upsetting to reduce an emotion like love to a chemical equation?

I'm a big believer in romance. The emotions we feel when we're in love are so powerful that when they're going on, nobody thinks about chemicals in the brain. Look at it this way. I know how digestion works. I know what goes on in my body when I eat something. But that has nothing to do with my enjoyment of a good meal.

What is love, chemically speaking?

I try to distinguish between romantic attraction and romantic attachment because I think they're chemically distinct. The symptoms of attraction - falling in love - are very much like what happens when you take an artificial stimulant. Your heart beats faster, your energy goes up, you feel optimistic. There are certain chemicals in the brain - phenylethylamine (PEA) is one - that produce the same effect when released.

What, then, is the basis for romantic attachment? What keeps us together?

There is an area in the lower brain called the locus ceruleus where feelings of panic and separation anxiety seem to begin. There are certain brain chemicals, called endorphins, that slow down the activity of the locus ceruleus. I believe that we're programmed at birth to produce endorphins when we're in close relationships. It's nature's way of keeping us together. When the relationship ends or when we're afraid that it might end, the production of endorphins stops and we're thrown into a panic.

Why do people grow tired of each other?

What's intense in a relationship is the newness. That's why the great romances of literature are never between people who stay together. Romeo and Juliet, for example, never had a chance to get used to each other.

Why does being in love make everything in life seem wonderful?

Our pleasure centers need a minimum level of stimulation to function. Love lowers this level. When we're in love, it takes less stimulation to give

us pleasure. That's why everything feels possible when you're in love, why everything looks more beautiful.

Do people work better when they're in love, or are they too distracted?

When people's emotional needs are being met, they work better. Love gives you more energy, more enthusiasm.

How do you keep love alive? How do you keep the PEA flowing in your own ten-and-a-half-year marriage?

You need newness, sharing, and growth. My wife has changed careers lately. We shared that. She gave me a lot of ideas for this book. We were able to share that. We're buying a new home, an old farmhouse with some land. We'll be farmers together in a small way. All these shared changes are important. The brain has to experience a change, or there will be no excitement.

A. Mark the statements as True (T) or False (F).

- _____ 1. Romantic attachment is what people feel when they fall in love.
- _____ 2. When you take an artificial stimulant, you feel more energetic.
- _____ 3. The production of endorphins causes feelings of panic and anxiety.
- _____ 4. People who get used to each other experience great romance.
- _____ 5. When people are in love, they have trouble concentrating on their work.
- _____ 6. Shared changes keep love alive.

B.

1. What is the focus of Dr. Liebowitz's book?

2. Why don't people think about what goes on in their brains when they are in love?

3. According to Dr. Liebowitz, when are endorphins produced?

4. Why does everything look more beautiful when people are in love?

WHO'S CRAZY?

A bizarre experiment in the United States has demonstrated that psychiatrists cannot distinguish effectively between people who are mentally ill and those who are not. According to its originators, the experiment demonstrates that the conventional psychiatric diagnosis may not be perfect and psychiatrists may sometimes make mistakes. The experiment also lends considerable support to the position taken by radical psychiatrists like R.D. Laing, who argue that diagnoses of mental disease are often no more than convenient labels designed to make life easier for doctors.

Eight perfectly normal people, by shamming symptoms of a mild kind, successfully gained admission to psychiatric wards where they remained undetected during their stay. Once admitted, their behaviour was normal in every way. They stopped pretending and behaved as normally as they could, but doctors and nurses continued to treat them as disturbed.

In every case but one the diagnosis was schizophrenia. Once they were labelled as mentally ill, everything the 'pseudo-patients' did tended to confirm the diagnosis in the eyes of the medical staff, though other patients in the hospital were much less easy to convince.

To gain admission, the pseudo-patients told the whole truth about their lives, their emotions and their personal relationships - all of which were within the normal range - and lied only about their names, symptoms, and in some cases their occupations. The symptoms they complained of were hearing disembodied voices saying the words 'empty', 'hollow' and 'thud'. This was sufficient in every case for them to be classified as mentally ill and admitted to the hospital.

As many as a third of the real patients inside detected that they were frauds. 'You're not crazy. You're a journalist or a professor. You're checking up on the hospital,' was a typical comment from a real patient.

The experiment was carried out under the supervision of Professor D.L. Rosenhan of Stanford University, himself one of the eight pseudo-patients. Writing about the experiment in this week's *Science*, he concludes: "We cannot distinguish mentally ill people from sane people in mental hospitals How many people, one wonders, are sane but not recognised as sane in our psychiatric institutions?.... How many have been stigmatised by well-intentioned, but nevertheless erroneous, diagnoses?"

In Professor Rosenhan's view, the hospital itself is an environment that distorts judgement. As evidence, he quotes what happened to the

- 40 patients who asked doctors perfectly sensible questions. They took the form: "Pardon me, Dr. X, could you tell me when I will be eligible for ground privileges?" - or some similar request, courteously presented. In almost three-quarters of the cases the psychiatrist's response was to walk on, looking away. Only one doctor in 25 stopped and tried to answer the question.

45 But the clinching piece of evidence comes from another experiment in which a hospital was warned that pseudo-patients would be presenting themselves. Faced with this threat to their professional reputation, the doctors admitting patients became much more conservative in their diagnoses. Of 193 patients presenting themselves, 50 one doctor was firmly convinced that 41 were frauds, while another doctor suspected 23. In fact, no pseudo-patients had arrived at all.

Mark the best choice.

1. Line 6, 'lends considerable support to' means _____
 - a) helps for a short time
 - b) argues against
 - c) helps to prove
 - d) disproves
2. Line 10, 'shamming' means _____
 - a) pretending to have
 - b) having
 - c) catching
 - d) discussing
3. Lines 14-15, 'continued to treat them as disturbed' means _____
 - a) gave them a difficult time
 - b) went on behaving towards them as if they were mentally ill
 - c) had an unusual attitude towards them
 - d) treated them in a strange way
4. Line 17, 'pseudo-patients' means _____
 - a) real patients
 - b) mental patients
 - c) people pretending to be patients
 - d) people with the diagnosis of schizophrenia

5. The experimenters managed to get admitted to mental hospitals by _____
 - a) telling the whole truth about their emotional problems
 - b) telling lies about their occupations and names
 - c) saying that they heard voices saying words
 - d) behaving as normally as they could
6. Line 27, 'they' refers to _____
 - a) the experimenters
 - b) the real patients
 - c) a third of the real patients
 - d) the medical staff
7. Line 33, 'We' refers to _____
 - a) the public in general
 - b) psychiatrists
 - c) mental patients
 - d) pseudo-patients
8. Why did the experimenters ask the doctors 'perfectly sensible questions'?
 - a) to prove that they were not mad
 - b) to see what the doctors would do
 - c) to ask for information
 - d) because they were bored
9. When the experimenters asked perfectly sensible questions, _____
 - a) 25 doctors answered them
 - b) three-quarters of the doctors got angry
 - c) the majority treated the patients as if they didn't exist
 - d) a quarter answered their questions
10. What happened in the second experiment?
 - a) The doctors thought that a lot of real patients were pretending.
 - b) The doctors became less sure of themselves.
 - c) The doctors found all the pseudo-patients.
 - d) The doctors found none of the pseudo-patients.

BRITISH UNIVERSITIES

There are 44 universities in Britain. These are divided into three types: the old established universities, such as Oxford (founded 1249), Cambridge and Edinburgh. Oxford and Cambridge together are often called Oxbridge; the 19th century universities such as London and Manchester; the new universities established after World War II, such as Essex, Lancaster, The New University of Ulster.

Characteristics of the universities:

The old universities consist of a collection of independent colleges. Together they form the university, which is governed by a senate, the main decision-making body in the university. Some 19th century universities have a combination of independent colleges and research institutes. London University is an example. Other universities developed during the 19th century out of single university colleges in provincial cities. Because their original buildings were often built of brick, they are sometimes called 'redbrick' universities. The new universities were founded after World War II because the demand for higher education had increased.

So many more people wanted to study for a degree after 1945 that even the building of new universities did not solve the problem. In certain areas of the country, the existing colleges of technology and other further education colleges were combined to form polytechnics. Thus, Britain was able to meet the increasing demand for higher education degrees. There are now 30 polytechnics, offering courses in the full range of subjects, from engineering to art. The Council of National Academic Awards (CNAA) supervises polytechnic examinations and makes sure that a high standard is maintained in all polytechnics.

Some special features of British university life:

Over 90% of full-time students receive grants from public or private funds. The grants are paid towards tuition and living costs. Higher education is free for those people whose parents' income is below a certain level. Degree courses, leading to a B.A. or B.Sc., usually take three years. It is almost impossible to move from one university to another during a degree course, but if you do that, you will have to begin the course again.

University students attend lectures. They also attend tutorials. These are discussion classes for a small group of students. In these classes, a tutor sets work for his students. Then, the teacher and the students get together every week or fortnight to discuss and criticise the work done by each student.

A.

1. Line 9, a 'senate' is _____.
2. Line 36, 'tutorials' are _____.
3. Line 38, 'tutor' means _____.

B. Mark the statements as True (T) or False (F).

- _____ 1. Old universities are made up of various independent colleges.
- _____ 2. 'Redbrick' universities were built after the Second World War.
- _____ 3. Students of polytechnics have to study technical subjects.
- _____ 4. The CNAA is responsible for maintaining a high standard in polytechnics.
- _____ 5. About 10% of university students do not get grants from funds.

C.

1. Why were polytechnics formed?

2. Which students do not have to pay for university education?

3. When does a student have to repeat the course which he or she has already taken?

LESS EQUALITY IN EDUCATION, MORE QUALITY

By Dr. Ambrose Flint

Few people nowadays regard education as a privilege. They think that education is a special right for those who get it. Almost everyone recognises that it is important for every child to have the opportunity to learn. But in my opinion there is too much emphasis on equality in education and not enough on quality. The reason for this is that politics and sociology interfere with educational standards. In other words, standards of education are influenced by politics and sociology.

It is obvious that everyone is different and every child has different abilities. One may be good at mathematics, another may be good at languages. Some children like academic subjects while others prefer to do things with their hands. But there are a large number of educational theorists who disregard this. They ignore the fact that every child has different abilities. They insist that all children are equal and so every child must receive the same education. There is little justification for this point of view; such theorists cannot give acceptable explanations. Besides, every examination proves it wrong. So the theorists go further and argue that all examinations are bad because it is unfair and socially undesirable for one child to get more marks in a test than another. There is a great deal of hypocrisy and self-interest in this argument. All it proves, in my view, is that the theorists are afraid of parents' reactions when their theories are put into practice and shown to be nonsense. It is only natural for parents to want their children to be more successful than others and pass examinations.

Of course it is true that forty or fifty years ago a large number of children were prevented from getting a good education because their parents could not afford it. But the children who suffer nowadays are the exceptionally intelligent ones. Those who are unusually intelligent suffer a lot because they do not receive individual attention. It is therefore quite clear to me that every child should have the opportunity to learn, but each child should be treated as an individual.

A. Mark the best choice.

1. Line 1, a 'privilege' is _____.
- a) the act of getting something c) the opportunity to learn
b) a special right d) an opinion which few people hold

2. Line 6, to 'interfere with' is to _____.
- a) put too much emphasis on c) influence
b) reduce the quality of d) be against standards

3. Line 12, to 'disregard' is to _____.
- a) insist b) ignore c) prefer d) prove

4. Line 14, 'justification' is _____.
- a) an acceptable explanation
b) a strong view on something
c) an argument to support your view
d) the opportunity to do something

5. The main idea of the second paragraph is that _____.
- a) examinations are bad for children
b) some theorists are mainly concerned about pleasing parents
c) every child has different abilities
d) parents want their children to be more successful than others

6. The main idea of the third paragraph is that _____.
- a) the cost of education was very high in the past
b) very intelligent students have various problems in schools
c) fewer children were able to get a good education in the past
d) each child should be treated as an individual

B. What do the following refer to?

1. 'others' (line 10): other _____
2. 'They' (line 13): _____
3. 'it' (line 19): _____
4. 'it' (line 26): _____

C. Mark the statements as True (T) or False (F).

- _____ 1. The writer thinks that there should be more emphasis on quality.
- _____ 2. The writer disagrees with the view that every child must receive the same education.
- _____ 3. The writer completely agrees that tests are unfair.
- _____ 4. The writer believes that parents should force their children to be successful.

WELCOME TO PRESTEL

Among the latest developments in telecommunications are viewdata systems which use both telephone and television. The extract below is from a brochure advertising "Prestel".

Prestel is the first of a new kind of information service. It is currently being used by thousands of customers in Britain and overseas, large businesses, small firms, colleges, farms, hotels, high street shops and in a growing number of private homes. They find Prestel a quick and very easy way to get the information they need every day, as well as offering powerful two-way communications.

An adapted television set and an ordinary telephone line link Prestel customers to an enormous range of computer-held information. To call up an item from the thousands available, you simply press the numbered buttons on a keypad the size of a pocket calculator.

The information on Prestel is organised in 'pages' - a page is a screenful of information. As soon as you ask for a particular page, the computer sends it instantly down the telephone line and it appears on the screen of your set. Prestel can store hundreds of thousands of pages, but finding the information is easy. There are special index pages on Prestel to help you, and also printed directories. You can learn how to use the system in a few minutes without any special training.

The information on Prestel is supplied by hundreds of independent organisations called Information Providers, who are in direct contact with the central computer and edit their pages to keep them constantly up-to-date. Prestel is, therefore, an important medium for fast-changing information like foreign exchange rates, the availability of airline seats, or the latest sports results. It can, of course, bring you business information, the latest news, detailed guides to the countries of the world, office space to rent, theatre and cinema guides, and more.

The first group of people to take to Prestel in a big way were travel agents, and there are now over 200 tour operators, ferry companies and airlines on Prestel detailing fares, timetables and up-to-date availability, all at the press of a button. Such information can be very valuable when planning holidays and business trips.

With its vast range of topics, Prestel can be thought of as an electronic publishing medium. But it is more than that. As well as receiving information, users can send messages to each other on a special computer. They can also send messages to Information Providers using Response Pages. This allows them to order goods via Prestel, book a hotel room, or reserve a seat at the theatre.

A. Mark the statements as True (T) or False (F).

- _____ 1. At present, only people in Britain have access to Prestel.
- _____ 2. News on Prestel is always up-to-date.
- _____ 3. The first users of Prestel were airline companies.
- _____ 4. Prestel is not only an electronic publishing medium.

B.

1. What devices are necessary for a Prestel customer?

2. How can you call up a piece of information on Prestel?

3. What helps you find information on Prestel easily?

4. Where does Prestel obtain information from?

5. What kind of information can you get from Prestel? (Give two examples.)

6. How can you book a hotel room using Prestel?

WHERE ARE WE GOING?

In 1829, when Stephenson entered his invention, the steam engine, for a competition, people were shocked to find that it was possible to travel at a dangerous speed of 36 m.p.h. There were many powerful opponents of the railway companies. Stage-coach owners, innkeepers and horse dealers all saw their means of living threatened by the new rival; the canal companies became aware of a powerful competitor. If railway transport was to become widespread, they would lose their jobs. Another group of people who were against the introduction of the railways into Britain were those who were interested in the natural conservation of the country. Trains were considered to be dangerous and it was said that they frightened cows and hens, killed birds with their smoke, and set houses on fire with their sparks. One man summed up the general feeling of the people when he said, "The locomotion monster carrying eight tons of goods, navigated by a tail of smoke and sulphur, comes through every man's ground between Manchester and Liverpool."

On the other hand, communication was certainly helped by the railways, now that trains were being used in postal service. And what made communication even faster was the electric telegraph, which was introduced in 1840. The introduction of railways influenced other aspects of life as well. The laying of the tracks provided work for thousands and transporting people and goods was made easier. In fact, travelling by rail soon became a common thing in everyone's life, and it is now difficult to imagine a world without railways or any other form of rapid transport.

But how much faster do we want to travel? How much further can transport be developed? Do we want the sea and air to be as cluttered as the roads, which are overcrowded with cars?

Apparently more and more means of transport are being invented. For example, ten years ago Anthony Hawker bought a house with a canal around it, which he used as a testing place for models of his latest invention, a small hovercraft, and his friends laughed. They thought it was a dangerous pastime for someone who had no formal engineering training. "I have never been so laughed at in my life. Everyone thought I was mad. I was told it was totally impossible. Everyone said it wouldn't work," he said. But it did work and the result is a four-seater hovercraft. Meanwhile, Anthony Hawker is working on a flying saucer. It will probably work.

A. Mark the best choice.

- Line 4, 'opponents' are _____.
 - business owners like innkeepers
 - people who lose their jobs
 - large transport companies
 - people who are against an idea
- Line 6, 'rival' has the same meaning as _____.
 - company
 - competitor
 - introduction
 - canal
- Line 27, 'cluttered' means _____.
 - faster
 - filled up
 - rapid
 - common

B. Mark the statements as True (T) or False (F).

- Travelling at thirty-six miles an hour was not realised until 1829.
- The development of railways made communication faster.
- The steam engine and the electric telegraph were introduced at the same time.
- It didn't take people long to accept the idea of travelling by rail.

C.

- How did Stephenson introduce his invention to public?

- Some people didn't want railways to become widespread for two main reasons. What were they?
a) _____
b) _____
- How did the introduction of railways contribute to the British economy?

- Why did Hawker's friends think that his hovercraft wouldn't work?

ENERGY-EFFICIENT BUILDINGS

Architects, builders, construction managers and corporate planners are beginning to realise that energy-efficient buildings are not only politically correct but they are also cheaper to operate and offer a healthier environment for workers. These advantages are being demonstrated by such structures as the Natural Resources Defense Council headquarters in New York City, the Environmental Defense Fund building in Washington, the Internationale Nederlanden Group Bank in Amsterdam and a regional government centre now under construction in Marseilles.

Even the famous Wal-Mart chain is getting in on the act. The retailer is designing an 'environmental store' in Lawrence, Kansas, that could become the prototype for all future Wal-Marts. This first model will be built mostly of wood and concrete block-materials that require 33% less energy to produce than steel, and feature an elaborate, high-efficiency lighting system enhanced by skylights that use holographic films to spread daylight evenly over the space. The store will have its own recycling centre so that shipping boxes never have to leave the site. And for the ultimate in recycling, the entire structure is designed to be converted easily to housing in the event that Wal-Mart decides to leave the building.

The motivation for going green is sometimes idealistic, sometimes materialistic and usually a little of both. There is no question that traditional office structures are environmentally wasteful and destructive. In the U.S., such buildings account for one-third of the nation's peak electricity consumption: they are costly to operate and will become even more so when new energy taxes go into effect. Furthermore, office air conditioners, together with the manufacturing processes used to make building materials, emit nearly one-quarter of all ozone-depleting chlorofluorocarbons. Of more immediate concern to workers is the miserable quality of the air they breathe. Because of their design and the synthetic materials they employ, between one-third and one-half of all commercial buildings are filled with polluted air, in some cases 100 times as polluted as the air on the other side of the windows.

As awareness of such problems grows, so does the movement to go green. The headquarters of the National Audubon Society is another example of energy-efficient buildings. It carries a little more than half the air conditioning capacity that the buildings of its size have. Furthermore, the building employs the latest lighting technology, including tiny sensors that adjust office illumination depending on whether or not people are actually using the room and how much light

is streaming through the windows.

Another key part of Audubon's plan was to look at construction materials. For instance, subfloors were made from homasote, a recycled newspaper product; floor coverings were fabricated from recycled glass; and reception desks were built of mahogany that was harvested in a manner that does not destroy rainforests. Audubon's chief scientist, Jan Beyea says, "We did our job", and adds that the facility's overall success comes from being concerned about several hundred little things, each of which by itself seems to be rather unimportant.

A. Mark the best choice.

1. Line 12, 'prototype' means _____.
 a) environmental store c) well-designed model
 b) high-efficiency material d) first model
2. Line 39, 'illumination' means _____.
 a) capacity b) lighting c) employment d) conditioning
3. Line 45, 'mahogany' is _____.
 a) a kind of plant
 b) something that is found on reception desks
 c) a recycled product
 d) something that may destroy rainforests

B. Mark the statements as True (T) or False (F).

- ____ 1. The construction of the regional government centre in Marseilles has not finished yet.
- ____ 2. Waste produced in the Wal-Mart environmental store will be put in boxes and carried to ships.
- ____ 3. The air conditioning capacity of the National Audubon Society building is more than that of the buildings of its size.
- ____ 4. According to Jan Beyea, the Audubon Society was unnecessarily concerned about little things.

C.

1. What are the advantages of energy-efficient buildings?

2. What is the function of holographic films?

3. What may happen to the 'environmental store' if Wal-Mart decides to leave the building?

4. How will new energy taxes affect traditional office buildings?

5. Why are air conditioners in traditional offices harmful for the environment?

6. Why is the air in some commercial buildings polluted?

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WHAT'S WRONG WITH THE WEATHER?

Although climatologists believe that global warming may eventually trigger extreme weather variations like the ones we are experiencing, they say it is too early to prove a direct connection. The outbreak of freakish weather could also have been partly caused by one or more of the following large-scale atmospheric events:

EL NINO

To meteorologists, the weather phenomenon named after a child is not a theory, but a recognisable and recurrent climatological event. Every few years around Christmas-time, a huge pool of warm sea water in the western Pacific begins to expand eastward toward Ecuador and disrupts weather patterns across half the earth's surface. The El Nino that began last year and is now breaking up has been linked to the flooding in Latin America, the unseasonably warm winter in North America and the droughts in Africa.

PINATUBO

The full effects of the eruption of Mount Pinatubo in the Philippines last June - probably the largest volcanic explosion of the 20th century - are starting to be felt this year. The volcano released 20 million tons of gas and ash into the stratosphere, where they formed a layer of dust that will scatter sunlight and could lower temperatures - by a quarter of a degree Celsius - for the next three or four years. Smoke from the Gulf-war fires, by contrast, never reached the stratosphere and had no measurable effect on the world's weather.

GREENHOUSE GASES

It is known that the level of carbon dioxide, methane and other heat-trapping gases in the atmosphere has increased 50% since the start of the Industrial Revolution. Measurements also indicate that the world's average temperature has increased just over half a degree Celsius over the past 100 years. Computer models suggest that as the build-up of greenhouse gases continues, average temperatures could jump 1.7°C to 5°C over the next 60 years. Some scientists speculate that even a small rise in average temperatures could lead to greater extremes in weather patterns from time to time and place to place.

The problem with sorting out these influences is that they interact in complex ways and may, to some extent, cancel each other out. Pinatubo's cooling effects could counteract the warming caused by greenhouse gases, at least over the short term. At the same time, El Nino's warming influence seems to have suppressed the early cooling effects of Pinatubo.

Predicting the weather is, in the best of circumstances, a game of chance. Even with the most powerful supercomputers, forecasters will never be able to see ahead more than a couple of weeks with any accuracy. The main reason is that some of the influences that shape our weather are man-made. Experts say it could be 20 or 30 years before they know for certain what effect the build-up of greenhouse gases, the destruction of ancient forests or the depletion of the ozone layer have had. Policy-makers looking for excuses not to halt those trends will always be able to point to scientific uncertainty. As climatologist Schneider puts it, "We're insulting the system at a faster rate than we can understand." The risk is that by the time we understand what is happening to the weather, it may be too late to do anything about it.

A. Mark the statements as True (T) or False (F).

- ____ 1. Climatologists have enough evidence to prove that there is a connection between global warming and weather variations.
- ____ 2. The effects of a major volcanic eruption may be felt a year after it happens.
- ____ 3. There was a fifty per cent increase in the level of heat-trapping gases when the Industrial Revolution started.
- ____ 4. The fact that temperatures have not fallen despite the cooling effects of Pinatubo is probably because of the warming effects of El Nino.

B. Mark the best choice.

- 1. According to climatologists, ____
 - a) weather variations are due to global warming
 - b) there isn't a connection between global warming and weather variations
 - c) large-scale atmospheric events may be the cause of weather variations
 - d) weather variations cannot be caused by one atmospheric event

2. Which of the following is **not** correct about "El Nino"?
- It is a climatological event which carries the name of a child.
 - It takes place every year around Christmas-time.
 - It starts in the western Pacific.
 - It leads to changes in weather patterns.
3. The gas and ash released by Mount Pinatubo _____
- have had the same effect as the smoke from the Gulf-war fires
 - have brought about a decrease in temperatures
 - trap sunlight and prevent it from reaching the earth
 - formed a layer of dust in the stratosphere
4. Weather prediction is a game of chance mainly because _____
- there is a complex interaction between atmospheric events
 - forecasters are not able to make accurate long-term predictions although they use supercomputers
 - not all the factors that affect weather patterns are natural
 - forecasters are not sure whether atmospheric events cancel out each other's effects
5. Which of the following is **not** correct?
- According to experts, it is now too early to determine the effects of human activities on the weather.
 - It is unlikely that there will be a rise in average temperatures in the coming years.
 - Policy-makers are not in favour of making any changes in the present trends.
 - Some measures should be taken against the change in weather patterns before it is too late.

AUTOMATION

Automation is a component of technology. Technology, on the other hand, is the application of science to daily life. Man lived hundreds of thousands of years without it, until the Industrial Revolution in the eighteenth century. But 90 per cent of the people lived in poverty then. Since the first Industrial Revolution, and during the present day 'automation revolution', the number of people who live in poverty in the industrialised countries has fallen to about 20 per cent.

Although technology solves many problems, it also creates many new ones. In the first place, new technology is necessary to correct the harmful effects of previous technology; for example, if 'after burners' were made for automobile exhausts, air would be as clean as it was before the automobile polluted it. Secondly, a new technology may be possible but not economical, as in the case of solar energy. Thirdly, nearly all forms of technology can be for the good of man. But unless technological advances are clearly understood, they can do more harm than good. This is also true for automation.

Furthermore, mass production techniques have produced a dependency on machines, which hasn't been fully recognized yet. Although living standards in the industrialized world are the highest in history, much of industry has become dependent on automated machinery, and people have become dependent on its products, such as washers, dryers and automobiles.

A.

- When did man begin to apply science to daily life?

- Are 'after burners' being used in automobiles at present?

B.

- Correct the statements below.

- Only 20% of the people in the world are poor.
- Solar energy is being used widely because it is both possible and economical.

2. Complete the sentence.

Sometimes technological advances can be harmful. This may happen if _____

3. Line 18, 'which' refers to _____

4. How many disadvantages of technology are mentioned in the passage?

5. *Mass production has affected the people wherever it is used.*

Which sentence below does **not** explain this idea?

- a) Wherever mass production is used, people have become dependent on its products.
- b) Mass production techniques have raised the living standards in the countries where they have been used.
- c) Mass production techniques have resulted from a dependency on automation, which hasn't been fully recognised yet.
- d) Wherever automation is employed, it has created a dependency on machines.

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AUTOMATION IS CREATING CONFLICT AMONG WORKERS

Automation is causing 'high levels of conflict' on the shop floor - not between management and trade unions, but between those who operate machines manually and those who supervise computer-operated machines - according to a report published today.

5 The study says "this new phenomenon may be changing the nature of industrial relations". The applied psychologist who wrote the report claims that in introducing automation, firms spend 90% of their effort on technical and financial issues and less than 10% on the human and organisational ones. He accused firms of "lack of communication and failure to offer chances for participation".

10 "An increasing trend is for management to involve human resource specialists at the strategic planning stage," he explained. "The differences between old and new methods can become very wide if technology is not viewed as a partnership between man and machine," he added. He also argues that "more attention needs to be paid to job

15 redesign, machinery layout, training and bonuses for those who

possess special skills."

One of the surprising conclusions of this report, however, is that "original fears that automation would bring about widespread loss of jobs have been reduced over time."

20

Mark the best choice.

1. Line 2, 'those' and, line 3, 'those' both refer to _____

- a) managers
- b) trade unions
- c) workers
- d) computers

2. Line 5, 'this new phenomenon' refers to _____

- a) automation
- b) conflict among workers
- c) the report published today
- d) industry

3. The result of the survey shows that _____

- a) the human and organisational issues in automation have been considered carefully
- b) many firms communicated well with the workers and offered them chances for participation
- c) industrial relations will get worse because of automation
- d) most of the effort in introducing automation is put on technical and financial issues

4. People were worried about automation at the beginning because they thought _____

- a) they weren't skilled enough to use the machines
- b) people would be replaced by machines
- c) their income would be reduced
- d) more attention would be paid to training

ASH FROM A VOLCANO: IT MAY REMAIN ALOFT

The 1982 eruption of Mexico's El Chichon volcano sent vast quantities of ash high into the stratosphere. If a University of New Mexico scientist is correct, the ash which went up hasn't all come down yet.

- 5 Most scientists assume that volcanic ash falls to earth within a year or two after an eruption. But Frans J.M. Rietmeijer says that he can show that tiny particles collected in 1985 by a balloon above Texas had come out from El Chichon. What's more, he believes that because volcanic particles are flat and fall more slowly than spherical particles,
- 10 they may remain aloft for a hundred years or more. The balloon was originally designed to collect particles of meteoric origin. It took samples of the air at an altitude of 35 kilometres - near the top of El Chichon's plume of ash. Rietmeijer says the particles that he analysed chemically match the ash from the volcano.

Mark the best choice.

1. Line 10, 'they' refers to _____.
 - a) spherical particles
 - b) particles of meteoric origin
 - c) volcanic particles
 - d) research balloons
2. Line 10, 'aloft' probably means _____.
 - a) up in the air
 - b) flat
 - c) in the ash form
 - d) volcanic
3. Which of the following **cannot** be concluded from the first paragraph?
 - a) There was a disaster in Mexico in 1982.
 - b) There may still be ash in the atmosphere today.
 - c) Scientists agree on the fact that the ash from the volcano hasn't all come down yet.
 - d) Scientists may sometimes be wrong.

4. According to the second paragraph, _____.
 - a) spherical particles fall to earth faster than flat particles
 - b) volcanic ash is composed of spherical particles
 - c) ash particles are quite large
 - d) volcanoes are made up of particles of meteoric origin
5. The main idea of the second paragraph is that _____.
 - a) the balloon was originally designed to collect particles of meteoric origin
 - b) most scientists have no idea about the eruption of El Chichon
 - c) there's evidence that some volcanic ash will fall to earth even a hundred years later
 - d) all volcanic ash particles should be analysed chemically

ADVERTISING

Advertising is about creating images, and this is especially true when advertising food and drink. What the food looks like is more important than what it tastes like.

- 5 To sell food successfully, it must look appetizing. Milk must look cold, bread must look freshly-baked, fruit must look juicy. Television advertising of food often uses movement. Obviously, food looks especially tasty when it moves. Chocolate sauce looks more delicious when you see it being poured over ice cream than if it is in a bowl.

- 10 Sound effects - but not background music - also help to sell food: sausages frying in a pan are mouth-watering. A TV advertisement for a brand of coffee had the sound of coffee being poured in the background. The advertisement was so successful that it lasted five years.

- 15 The colour of food and the colour of packaging are also very important. If the colour of the food looks wrong, people won't eat it because they associate food with certain colours. Nobody would eat blue bread or drink blue beer. Therefore, in advertising food, purple gray and, in some cases, white are unpopular colours.

- 20 How people expect something to taste often influences how it actually does taste. Researchers gave some mineral water to two groups of people. They told one group that the water was mineral water and asked: "What does it taste like?" The answer was: "It tastes nice." Then the researchers told the other group that the mineral water was tap

- 25 water. The second group said the water tasted a bit strange and not very nice. The word 'tap' created an unpleasant image of chlorine.

It is the same for packaging. A food manufacturer was trying to decide whether to sell his product in a glass jar or a can. He gave a group of people the same product in both a glass jar and a can and asked them to taste it. They all claimed that the product in the glass jar tasted better.

- 30 So it seems to be true, image is everything.

Mark the best choice.

1. Line 16, to 'associate' means to _____.
 - a) look for
 - b) link
 - c) think of eating
 - d) find
2. In creating images when advertising food and drink, _____.
 - a) taste isn't as important as appearance
 - b) taste is just as important as appearance
 - c) appearance isn't as important as taste
 - d) appearance is less important than taste
3. Movement is an important part of television advertising of food because _____.
 - a) a freshly-baked loaf of bread looks tasty
 - b) people want to see chocolate sauce being poured
 - c) food looks tastier when there is movement
 - d) milk looks cold when there is movement
4. A successful advertisement for food and drink _____.
 - a) lasts for five years
 - b) has sound effects
 - c) uses background music
 - d) looks juicy
5. There is a strong connection between food and colour, so _____.
 - a) people prefer to buy new foods with different colours because of advertising
 - b) people choose their food according to their preference of colour
 - c) some people enjoy eating food with unusual colours such as blue
 - d) purple, gray and sometimes white are the colours avoided when advertising food

6. The main idea of the fifth paragraph is that _____.
 - a) the word 'tap' creates an unpleasant image
 - b) people have a negative attitude towards chlorine
 - c) expectations affect taste
 - d) mineral water is generally well-liked

7. Which of the following is true according to the sixth paragraph?

- a) Food is best preserved in cans.
- b) People prefer food in jars to food in cans.
- c) Food in cans are sold more than food in jars.
- d) Packaging changes the actual taste of a product.

8. Which of the following is **not** true?

- a) People do not buy products which are well presented.
- b) The way a product is presented to consumers affects its sales.
- c) When advertising coffee, using the sound of coffee being poured has a good effect on consumers.
- d) Creating a positive image is important in advertising.

ARE YOU REALLY A NON-SMOKER?

The results of a study done in Japan showed that wives who did not smoke but were exposed to their husbands' cigarette smoke developed lung cancer at a much higher rate than those whose husbands did not smoke. For them, the risk of developing lung cancer was directly related to the amount their husbands smoked. This was about one-third of the risk of developing lung cancer taken by smokers.

This study strengthens the thesis that the effect of tobacco smoke on the non-smoker, which has been called passive, secondhand or involuntary smoking, may be a cause of lung cancer in the general population.

The study also strengthens the evidence which implies that passive smoking is a health hazard. A study published last year suggested that passive smoking might cause damage to the small airways in the lungs of non-smokers. Other studies have suggested that passive smoking may worsen non-smokers' pre-existing chronic heart and lung conditions.

Lung cancer is a major health problem throughout the world. It is estimated that in 1997, 122,000 Americans will be told that they have lung cancer. Moreover, only about 10 per cent of these will live another five or more years because of the ineffectiveness of available treatments.

The lungs are the leading sites of cancer in the U.S. among men who are 35 and over. In women, lung cancer deaths are rising so fast that experts expect them to exceed breast cancer deaths by the middle of this decade, becoming the No.1 cancer killer of women.

As evidence linking the rise of lung cancer with cigarette smoking has increased, many experts have theorized that passive smokers have a greater risk of developing lung cancer than those who are not exposed to smoke. Such theories are based on the knowledge that second-hand smoke of cigarettes contains large amounts of toxic substances.

Mark the best choice.

1. Line 9, 'involuntary smoking' is _____.
- the thesis which has been strengthened
 - the effect of cigarette smoke on non-smokers
 - the amount husbands smoke
 - one-third of the risk to direct smokers

2. Line 12, a 'health hazard' means _____.

- a danger to health
- a chronic heart and lung condition
- damage in the small airways of the lungs
- a health problem that causes death

3. Line 3, 'those' refers to _____.

- smokers
- results of a study
- husbands
- wives

4. Line 24, 'them' refers to _____.

- experts
- women
- lung cancer deaths
- leading sites

5. The results of the study done in Japan showed that _____.

- lung cancer was seen more frequently among smoking wives than smoking husbands
- non-smokers risked developing cancer three times more than smokers did
- the risk for non-smokers of developing lung cancer depends on the amount of smoke they are exposed to
- non-smokers develop chronic heart and lung diseases when they are exposed to smoke

6. In 1997, _____.

- an effective treatment for cancer will be available
- 12,200 Americans will die of lung cancer
- 10% of the Americans with cancer will be cured
- 122,000 Americans will be diagnosed as having lung cancer

7. Which of the following is **not** correct?

- There is a strong relationship between passive smoking and lung cancer.
- The toxic substances in cigarette smoke bring about lung cancer.
- The number of patients suffering from lung cancer is likely to increase.
- In the U.S. men younger than 35 are most likely to develop lung cancer.

SCHOOL INSPECTORS

England's 400 inspectors provide small teams to go into selected schools for inspection every year. This is sometimes because they have been criticised by parents, councillors or the press. There may be other reasons: possibly a school is known for its particularly high standards, in which case the Inspectorate will wish to learn the secret and pass it on to the Minister concerned. Possibly, an informal inspector's visit has already dug up signs of trouble. This would certainly lead to a fuller inspection. The inspection may take 3-5 days or sometimes longer according to school type or size.

Schools cannot refuse to be inspected; nor can the inspectors order the dismissal of any member of staff. Teachers are not their concern. Teaching is. This is not to say that an awful teacher will be ignored. Remarks will certainly be made to the headmaster and the chief education officer - but they will be verbal, not written.

So what is it that the inspectors do? For one thing, they will want to take a close look at the courses offered and what standards are achieved by pupils. They also compare teachers' qualifications with the subjects they teach. All too often teachers qualified in, say, history are forced to teach maths, where there is a shortage.

Examination results are also looked at carefully, so are the school's disciplinary arrangements, its accommodation (do pupils have to sit in the corridors or in mobile classrooms; are lavatories outside; does the roof leak when it rains?) and the textbooks and equipment used.

Before leaving the inspected school, the inspectors will give the head and local authority leader some indication of its findings. So the reports, which take some months to put together and print, do not come as a total surprise.

There are about 30,000 schools, colleges and polytechnics in England. Although there are only about 250 formal inspections a year, visits are far more numerous. Last year alone, three out of four secondary schools, one-quarter of all primary and middle schools, almost half of the special schools, nine out of ten higher education colleges were visited.

Mark the best choice.

1. Line 7, 'dug up' means _____ .
 a) discovered b) made a hole c) removed from ground d) searched

2. Line 14, 'they' refers to the _____ .

- a) headmaster and the chief education officer
 b) remarks
 c) inspectors
 d) teaching and teachers in a school

3. Which of the following is **not** a reason for inspection?

- a) The size and type of school.
 b) An earlier visit which suggests something is wrong.
 c) Parents' complaints about the school.
 d) High academic standards in a school.

4. When the teachers at a school are unsatisfactory, _____ .

- a) the school can prevent the inspectors from seeing them
 b) the inspectors make critical comments
 c) the inspectors send a report to the headmaster
 d) the inspectors have the power to get rid of them

5. The main reason why inspectors study teachers' qualifications is that _____ .

- a) many teachers are not officially qualified
 b) some teachers refuse to teach unpopular subjects
 c) some teachers are not being employed appropriately
 d) headmasters often neglect certain subjects

6. Inspectors' comments on schools _____ .

- a) are immediately passed on to the concerned person
 b) are kept secret from the schools concerned until they are made public
 c) frequently come as a shock to headmasters
 d) take so long to appear that they are not very useful

7. Last year, _____ were visited the most.

- a) primary schools
 b) special schools
 c) independent schools
 d) further education colleges

PAIN

Pain is a common and definite event which can be easily recognised; but the observation of its effect on character or behaviour is less easy, less complete, and less exact, especially in the temporary relation of doctor and patient. In spite of this difficulty, certain impressions gradually take form in the course of medical practice, and are confirmed as experience grows.

A short attack of severe physical pain is overwhelming while it lasts. The sufferer is not usually loud in his complaints. He will beg for relief but does not waste his breath on explaining his troubles. It is unusual for him to lose control and to become wild and irrational. It is rare for the severest physical pain to become in this sense unbearable. When short, severe, physical pain passes, it leaves no obvious alteration in behaviour.

Long-continued pain has more noticeable effects. It is often accepted with little or no complaint and great strength and resignation are developed, resulting in a determination to conceal suffering. Only some victims of chronic pain become irritable in character, selfishly expecting care from others all the time. The wonder is that the failures are so few and the heroes so many; there is a challenge in physical pain which most can recognise and answer.

Mental pain is less dramatic than physical pain, but it is more common and also harder to bear. The frequent attempt to conceal mental pain increases the burden; it is easier to say 'My tooth is aching' than to say 'My heart is broken'. Yet, if the cause is accepted and faced, the conflict will strengthen and purify the character and in time the pain will usually pass. Sometimes, however, it persists and the effect is devastating. In such cases if the cause is not faced or not recognised, it produces the state of chronic mental illness. But some, by heroism, overcome even chronic mental pain. They produce brilliant work and strengthen, harden and sharpen their characters till they become like steel.

Mark the best choice.

1. Line 27, 'it' refers to the _____.
 - a) character
 - b) pain
 - c) conflict
 - d) cause

2. Pain can easily be recognised, _____.
 - a) if there is a relation between the doctor and the patient
 - b) and it is also easy to observe its effects on a person's behaviour
 - c) but its effects on character are not so easy to notice
 - d) only if it lasts for a short time
3. Short severe pain _____.
 - a) will usually make the sufferer complain loudly
 - b) does not usually have aftereffects
 - c) changes the sufferer's behaviour noticeably
 - d) will not let the sufferer keep his control
4. People who suffer from continuous pain _____.
 - a) can often cope with it
 - b) never have any strength left to fight it
 - c) always show a worsening in character
 - d) always take advantage of their situation
5. _____ will usually help the sufferer to overcome it.
 - a) Facing the cause of mental pain
 - b) Trying to hide mental pain
 - c) Thinking that mental pain is easier to bear than physical pain
 - d) Accepting failure in fighting chronic mental pain
6. Most people _____.
 - a) fail to fight chronic mental pain
 - b) can overcome mental pain even if it is chronic
 - c) find it easier to fight mental pain than physical pain
 - d) become mentally ill because of the effects of mental pain

4. Typhoon Vera _____
 a) was more destructive than Typhoon Mary
 b) caused 60% of the population to suffer from injuries
 c) started on August 1st and continued for two days
 d) Both (a) and (b) are correct.
5. Learning about tropical weather _____
 a) can limit the destructive force of typhoons
 b) is essential to predict typhoons better
 c) began in 1974 as a major research project
 d) is necessary before seeding is done
6. Line 35, 'they would' means _____
 a) meteorologists would modify the typhoon's direction
 b) hurricane clouds would release their rain
 c) meteorologists would seed hurricane clouds
 d) hurricane clouds would change the typhoon's direction
7. According to Asian researchers, _____
 a) it is better not to interfere with typhoons
 b) typhoons cause a lot of money to be wasted
 c) large-scale weather modification is not possible
 d) people should be warned about insufficient knowledge
8. Asia's food-growing areas _____
 a) can be seriously affected by major changes in weather patterns
 b) obtain water from areas which are along the coast
 c) are in a potential danger of destruction
 d) need typhoon damage to get the water they need
9. In 1974, _____
 a) the residents of Hong Kong were expecting typhoons
 b) twenty-two billion gallons of water was used in Hong Kong
 c) two typhoons supplied water for Hong Kong's reservoirs
 d) Hong Kong suffered from a drought as there was little water in reservoirs
10. Line 55, 'these valuable forecasts' refers to _____
 a) the development of typhoon warning systems
 b) preventive measures against typhoons
 c) typhoon predictions
 d) the help from Hong Kong

11. Which of the following is **not** true?

- a) Communities have to be prepared for civil emergencies.
 b) Building safety mounds can protect people living on the coast against flooding.
 c) National disaster organisations warn people about typhoons.
 d) People may need temporary housing during emergencies.

WHAT DOES THE CHIP MEAN TO YOU?

Massive and unreliable, the first computers of thirty years ago are as dead as the dinosaur. Today, computers are 30,000 times smaller and 10,000 times cheaper. High-speed, low-cost computing power has begun to convert science fiction into reality.

- 5 What will the world of the future be like? Here are some ideas to consider:

- 10 A divided society? The coming of the microelectronics will benefit many people: others may be left behind. People at risk are those who can't afford to use new technology, or who can't understand it. Something can be done for both groups - public viewdata terminals can give free access to information, and new machines, including computers, can be made easy to use, only if time, money and care are spent on programming them.

- 15 Variety or uniformity? Will we be surrounded by an enormous variety of products? Or will the result of microelectronics be cheap uniformity? Either of these is possible. The main factor is the cost of writing programmes. If the cost remains high, the same product will have to be made in large quantities - in order to spread the cost. To get variety, programming costs need to come down. There are signs that this may happen: some manufacturers are now using chips which can be cheaply programmed for simple functions.

- 20 Goodbye humans? It is quite likely that, with the increasing use of computers, people will work at home and do their banking and shopping at home. The result of this could be an introverted and immobile society, where individuals live in their private world of video games and computer holograms. On the other hand, people seem to need human contact, and to enjoy the social aspects of office life and escaping from their homes.

- 25 Beyond the human brain? A simple electronic calculator goes far beyond the human brain in speed and accuracy - but only in a very closely defined field. In the future, computers will be better than humans in more and more ways. It is predicted by some people that the intellectual capabilities of the human brain will be overtaken in the early

- 35 years of the next century. If this happens, we will no longer be the most intelligent beings on the planet. No one knows how we would deal with this unpleasant situation successfully.

Mark the best choice.

1. Line 36, 'this unpleasant situation' means _____
 - a) the loss of speed and accuracy
 - b) electronic calculators working faster
 - c) humans losing their intelligence
 - d) not being the most intelligent any more
2. Early computers _____
 - a) changed science fiction into reality
 - b) were very big and you could not depend on them
 - c) were produced at a low cost
 - d) had the same computing power as the modern ones
3. Computers can become easy to use _____
 - a) when people have free access to information
 - b) if a great amount of money is spent
 - c) when public viewdata terminals are built
 - d) if they are programmed properly
4. All products are likely to become very similar to each other unless _____
 - a) large quantities of the same product are made
 - b) the cost of writing programmes falls
 - c) uncomplicated chips are used for programming
 - d) the public demands variety
5. According to the text, _____ may be a negative result of the widespread use of computers.
 - a) increased popularity of video games
 - b) a lack of contact among people
 - c) easier banking and shopping
 - d) people escaping from their homes
6. Which of the following is not true?
 - a) Some people may not be able to benefit from microelectronics for several reasons.
 - b) Social aspects of office life are important to man.
 - c) The new kind of chips cannot be cheaply programmed for simple functions.
 - d) The capacity of electronic calculators is limited.

THE OCEAN FLOOR

Almost three-fourths of the earth is under the ocean. Until recently, people didn't know what the ocean bottom, or floor, was like.

- 5 The ocean floor is substantially different from what we thought. After World War I, scientists made a new machine. This machine told them what the bottom of the ocean was like and told how deep the ocean is in each place. For a long time, many people thought the ocean floor was flat. Now we know that there are large mountains and deep holes on the ocean floor.

- 10 There are three kinds of ocean floor under the water: the continental shelf, the continental slope, and the deep ocean floor. The continental shelf goes all around the continents. (The continents are North America, South America, Europe, Australia, Asia, Africa, and Antarctica.) The water is not more than 600 feet deep above the continental shelf. The sun can only shine down about 600 feet into the water. Plants and
15 animals need sunshine to live so most of the fish in the ocean live above the continental shelf.

- The continental shelves were part of the continents many thousands of years ago. Later, the water came over them. That's why oil and minerals can be found in the continental shelf as well as in the land.

- 20 Oceanographers are scientists who study the oceans. They think the continental shelves will be very important to us some day. They are trying to learn how to live and work under the water, at depths of 500 feet or more.

- 25 The continental slope begins where the continental shelf ends. At the edge of the continental shelf, the continental slope suddenly goes down two or three miles. Some continental slopes are like the side of a mountain; some are like a wall. All are very high. The largest one is five miles high, which is higher than any slope on the land. There are large canyons in the continental slopes. The canyons look like the Grand
30 Canyon, but they are larger.

- The deep ocean floor, which is the real bottom of the ocean, begins at the end of the continental slope. It is the largest and deepest of the three kinds of ocean bottom and it makes up half of all the earth's surface.

- 35 Oceanographers have found a large range, or line, of mountains called the Mid-Atlantic Ridge on the ocean floor. This mountain range is 10,000 miles long. It goes through the Atlantic Ocean from Iceland to southern Africa. Many of the mountains in this range are 10,000 feet

40 high with a mile or more of water. However, a few mountains in the Mid-Atlantic Ridge are even higher. We can see their tops above the ocean surface. The Azore Islands, near Portugal, are really the tops of some of these mountains.

45 The Pacific Ocean has large mountains, too. The Hawaiian Islands are tops of mountains 32,000 feet high. There are some large, long holes in the ocean bottom called trenches. One of the deepest is near New Zealand. This trench is seven miles deep and is 1600 miles long and is big enough to hold six Grand Canyons.

50 Now we know that there are mountains, canyons, and trenches under the ocean. Soon people will be able to live and work on the continental shelves. However, it will be a long time before people can reach the deep ocean floor.

Mark the best choice.

1. Which of the following is true?

- a) We have known for hundreds of years what the ocean floor is like.
- b) More of the earth is under the ocean than above it.
- c) The machine that the scientists made after World War I showed that the ocean floor was flat.
- d) The continental shelf is the real bottom of the ocean.

2. Which of the following is **not** true about the continental shelf?

- a) There is no life there because there is no sunshine.
- b) The depth of the water is about 600 feet.
- c) There is oil and minerals there.
- d) Thousands of years ago it was above the ocean level.

3. Line 28, 'one' refers to _____.

- a) wall
- b) canyon
- c) continental slope
- d) mountain

4. Which of the following is **not** true about the Mid-Atlantic Ridge?

- a) The mountains in this range are 10,000 feet high or even higher at certain places.
- b) It is a large line of mountains which goes from Iceland to southern Africa.
- c) The Atlantic Ocean is so deep that it covers even the tops of all these high range of mountains.
- d) This mountain range, which has a length of 10,000 miles, is on the floor of the Atlantic Ocean.

5. Which of the following is **not** true?

- a) The trench near New Zealand is bigger than the Grand Canyon.
- b) New Zealand is really the top of some mountains.
- c) The mountains in the Pacific Ocean are higher than the ones in the Atlantic Ocean.
- d) As well as mountains, there are also large, long holes in the Pacific Ocean.

MOTORWAYS

When modern motorways first began to be built in certain parts of the British countryside, where the existing road and rail networks had been somehow left untouched, nature lovers, conservationists, environmentalists and others made loud and bitter protest. Their objections to the continuing destruction of the shrinking countryside by the planners and bulldozers of the government ministries fell on deaf ears. In other words, the objections were not taken into consideration. The latter insisted that Britain was in urgent need of an improved fast-traffic system. Towns needed bypasses, cities needed circular routes that directed heavy traffic away from their already congested centres. Distant parts of the United Kingdom had to be linked up to an efficient road network that would serve the needs of motorists, transport companies and tourists alike for many decades to come. It was regrettable, of course, that as the road network expanded, more agricultural land would be swallowed up but there were more important issues involved than birds, bees and butterflies.

It is ironical, therefore, that since the construction of new motorways, there has been a new and exciting development. It is a remarkable fact that in the uninhabited no-man's-land between the busy carriageways, numerous, unplanned nature reserves have established

- 25 themselves. On the unused land, the creatures that the bulldozers displaced - moles, voles, mice and rabbits - and those creatures that live on this land - foxes, stoats, owls and birds of prey - have survived. They have created their own success story against all the odds, and now occupy this new land, which is calm among the speeding lines of traffic, safe from any human threat, and where they live and multiply.

- 30 In brief, the construction of motorways has been unable to interfere with the life cycle of wild animals. The wheel, it seems, has come full circle. Former nature reserves of field and woodland, once so fiercely protected, have disappeared under the layers of motorway. But now they are on the wasteland alongside the motorways. We preserve endangered species and animal life in such newly-designated 'protected areas.'

Mark the best choice.

1. Line 5, 'shrinking' here means _____.
 - a) developing
 - b) getting smaller
 - c) improving
 - d) getting bigger
2. Line 8, 'the latter' refers to the _____.
 - a) government ministries
 - b) nature lovers, conservationists, environmentalists and others
 - c) planners and bulldozers
 - d) road and rail networks
3. Line 28, 'the wheel' refers to _____.
 - a) motor traffic generally
 - b) wasteland alongside the motorways
 - c) motorways
 - d) the life-cycle of wild animals
4. Line 31, 'they' refers to _____.
 - a) motorways
 - b) former nature reserves of field and woodland
 - c) layers of motorways
 - d) protected areas

5. What was the result of the protest against motorway construction?
 - a) No government minister was available to speak to the protesters.
 - b) All objections were ineffective.
 - c) Public protest was not loud enough to be heard by the official planners.
 - d) Roads were built around cities instead of through open countryside.
6. What, do you think, were the 'important issues' mentioned in lines 15-16?
 - a) The fact that more countryside and wildlife were, regrettably, disappearing.
 - b) The need to improve the quality of road surfaces instead of building new ones.
 - c) The expansion of various cities to avoid traffic congestion.
 - d) The need for a better transport system throughout the whole country.
7. What has unexpectedly followed the construction of many motorways?
 - a) Officially planned nature reserves have been successfully established alongside the motorways.
 - b) Crops can be grown on unused land once the bulldozers have left.
 - c) Wildlife has learned to survive in the areas close to the motorways.
 - d) People have moved out of large areas of land, allowing wildlife to return.
8. What enables wildlife to survive in these new areas?
 - a) The absence of human disturbance.
 - b) The special living conditions designed by the motorway engineers.
 - c) The absence of foxes and other wild animals.
 - d) The warmth created by thousands of speeding motor vehicles.

CONSUMER PRESSURE

Consumer pressure is one of the natural phases of an advanced industrial society. As a society reaches a certain stage in development, concern over consumer issues makes itself felt. The United States led the way, other countries gradually followed suit.

The Consumers' Union of the United States was founded in the 1920's; Ralph Nader began to make himself known as the American consumer spokesman in the 1960's when he attacked the American car industry in his book *Unsafe at any Speed*. He succeeded in getting certain cars withdrawn from sale to the general public. He followed this by investigating other areas where the consumer was at a disadvantage as a result of decisions by manufacturers, retailers or government. He has been spectacularly successful, largely because as a lawyer he knows how to function within the American legal system.

His effect on British development has principally been as an example. Very close parallels cannot be drawn, because the British legal system is different. Until recently, confrontation and direct action has not been the British way of settling matters; settlement has been reached by gentlemanly chats and invitations to lunch and a visit to the works or factory afterwards. This combination of factors has a lot to do with the reasons why consumer action in this country has only come alive over the last decade or so. Nevertheless, inflation has also had a hand in it. The price of buying equipment for one's life and home comes to be questioned at a time of rapid inflation and uncertain economic growth. The goods and services are available in ever-increasing abundance but for many individuals the money doesn't go round them all. The pressure on incomes both from inflation and from the wide attractive range of goods on which money can be spent means that people begin to look more critically at prices. Having spent their money, they resent the occasions when there is some cause to complain about goods or services which do not come up to expectations. And on attempting to complain, they find themselves too often defeated by the stone wall of manufacturers' and retailers' indifference to complaints.

So then consumer action started. People with a complaint wrote to a person whom they could identify in some way: their MP, a journalist, a broadcaster. As these letters continued to come in, the politicians and the media began to realise that there was a problem area, an area where people come up against difficulties which they cannot handle. In trying to sort out some of the complaints, they discovered just how difficult the situation is, how hard it is to complain, and how much specialised knowledge is required. This consumer protection action began to achieve a popularity it had never known before and began to attract support from the media and in Parliament.

Mark the best choice.

- Obviously, consumer pressure _____
 - is the product of an advanced society
 - reaches a certain level naturally in all societies
 - is a purely American feature of industrial life
 - is the natural result of social progress
- Ralph Nader's success results from _____
 - his detailed knowledge of the American automobile industry
 - the fact that he is American
 - his knowledge of American law
 - his contacts within the American government
- What influence has Nader had on the growth of British consumer protection action?
 - He has shown the way.
 - All his methods have been closely copied.
 - British laws have been changed to protect car buyers.
 - He founded the British Consumer Protection Society.
- In Britain, consumer action has been held back until recently because of _____
 - problems with language
 - more indirect methods of dealing with customer problems
 - the aggressive attitudes shown by manufacturers
 - too few confrontations between management and work-force
- How has inflation affected consumer attitudes in Britain?
 - It is now impossible for people to decide what to buy.
 - Manufacturers are being constantly criticised by their customers.
 - People now spend much more money on things for the home.
 - Consumers are now more critical about the quality of products.
- The consumer protection in Britain began to get support from the media and in the Parliament because _____
 - it is difficult to get politicians interested in the problem
 - they realised that making a complaint was a complex procedure
 - it is often impossible to identify a particular complaint
 - complaints can only be properly handled in the Parliament

LAW OF CONSERVATION OF MATTER: EVERYTHING MUST GO SOMEWHERE

We always talk about consuming or using up matter resources, but actually we don't consume any matter. We only borrow some of the earth's resources for a while - taking them from the earth, carrying them to another part of the globe, processing them, using them, and then discarding, reusing, or recycling them. In the process of using matter, we may change it to another form. But we can neither create nor destroy any measurable amount of matter. This results from the law of conservation of matter: In any ordinary physical or chemical change, matter is neither created nor destroyed but merely changed from one form to another. This law tells us that we can never really throw any matter away. Everything must go somewhere and all we can do is to recycle some of the matter we think we have thrown away.

We can collect dust and soot from the smokestacks of industrial plants, but these solid wastes must then go somewhere. Cleaning up smoke is a misleading practice, because the invisible gaseous and very tiny particle pollutants left are often more damaging than the large solid particles that are removed. We can collect garbage and remove solid wastes from sewage, but they must either be burned (air pollution), dumped into rivers, lakes, and oceans (water pollution) or deposited on the land (soil pollution and water pollution if they wash away).

We can reduce air pollution from the internal combustion engines in cars by using electric cars. But since electric car batteries must be recharged every day, we will have to build more electric power plants. If these are coal-fired, their smokestacks will add additional and even more dangerous air pollutants to the air; more land will be scarred from strip mining, and more water will be polluted from the acids that tend to leak out of coal mines. We could use nuclear power plants to produce the extra electricity needed. But then we risk greater heat or thermal pollution of rivers and other bodies of water used to cool such plants.

Although we can certainly make the environment cleaner, talk of 'cleaning up the environment' and 'pollution free' cars, products, or industries is a scientific absurdity. The law of conservation of matter tells us that we will always be faced with pollution of some sort. Thus, we are also faced with the problem of trade-off. In turn, these frequently involve subjective and controversial scientific, political, economic, and ethical judgments about what is a dangerous pollutant level, to what degree a pollutant must be controlled, and what amount of money we are willing to pay to reduce a pollutant to a harmless level.

Mark the best choice.

- It is wrong to say we 'consume' resources because _____.
 - the resource matter is neither created nor destroyed; it is changed
 - the resource matter is not changed from one form to another
 - the resource matter cannot be recycled if it is discarded
 - matter can be thrown away only under certain conditions
- It is misleading to say that we can clean up smoke because _____.
 - the solid particles cannot really be removed from the smoke
 - smoke cannot be prevented in any way
 - the most dangerous pollutants in smoke are invisible or very tiny
 - industries are not willing to spend the money to clean up their smoke
- Which of the following will **not** result from the use of electric cars?
 - More electric power plants will have to be built.
 - Coal-fired plants may be used, which will cause pollution problems.
 - Nuclear power plants may be used, which will cause more pollution problems.
 - The problem of pollution related to the use of cars will be solved.
- The author informs the reader that _____.
 - it is possible to get rid of all pollution
 - it is impossible to make environment cleaner
 - we must determine what levels of pollution are acceptable
 - no level of pollution should be accepted by the public
- Line 24, 'these' refers to _____.
 - electric cars
 - combustion engines in cars
 - electric car batteries
 - electric power plants

THE PALEOLITHIC AGE

Life in the Paleolithic Age was perilous and uncertain at best. Survival depended on the success of the hunt, but the hunt often brought sudden and violent death. In some instances, Paleolithic people were their own worst enemies. At times they fought each other for control of hunting grounds, and some early hunters played an important part in wiping out less aggressive people. On occasion Paleolithic people seem to have preyed on one another. One of the indications that Neanderthal Man was at times cannibalistic, that is, hunted human beings, comes from a cave in Yugoslavia, where investigators found human bones burned and split open.

On the other hand, the people of the Paleolithic Age were responsible for some striking accomplishments. The most obvious one is the use of the stone implements that gave the period its name. The ability to make and use tools gave Paleolithic people the means to change their environment. They could compete with larger and stronger animals and could hunt animals faster and more ferocious than themselves. In the frozen wastes of the north, they hunted the mammoth, the woolly rhinoceros, and the reindeer. In milder southern climates, they hunted deer, squirrels, and rabbits. The demands of the hunt sharpened their intelligence. They supplemented their diet by collecting fruits, nuts, and seeds, and in the process they discovered the plant world around them. Paleolithic people learned to control fire and to make clothes from the skins of their prey.

The most striking accomplishments of Paleolithic people were intellectual. The development of the human brain made possible thought and symbolic logic. An invisible world opened up to homo sapiens. Unlike animals, whose behaviour is the result of instinct, Paleolithic people used reason to govern their actions. Thought and language permitted the experience of the old to be passed on to the young.

Paleolithic people produced the first art. They decorated the walls of their caves with paintings of animals and scenes of the hunt. They also began to fashion clay models of pregnant women and of animals. These first examples of art illustrate the way in which early men and women communicated to others their experience of the past and hope for the future. Many of the paintings, such as those at Altamira in Spain and Lascaux in France, are found deep in the caves, in areas not easily accessible. These areas were probably places of ritual and initiation, where young men were taken when they joined the ranks of the hunters.

Mark the best choice.

1. Line 7, 'preyed on' here means _____.
 - a) hunted
 - b) controlled
 - c) depended on
 - d) helped
2. Line 13, 'implements' here means _____.
 - a) tools
 - b) groups
 - c) accomplishments
 - d) caves
3. Line 21, 'in the process' means while _____.
 - a) hunting deer, squirrels and rabbits
 - b) sharpening their intelligence
 - c) discovering the plants around
 - d) collecting fruits, nuts and seeds
4. Line 37, 'accessible' means _____.
 - a) learned
 - b) communicated
 - c) reached
 - d) drawn
5. The Paleolithic people's ability to use symbolic logic enabled them to _____.
 - a) imagine things they hadn't seen
 - b) find good tasting foods
 - c) kill other people
 - d) discover caves
6. Paleolithic people differed from animals in that they _____.
 - a) acted by their instinct
 - b) hunted ferocious animals
 - c) acted by their reason
 - d) preyed on one another

7. According to the author, the most striking accomplishments of Paleolithic people were _____.

- a) artistic
- b) intellectual
- c) religious
- d) physical

8. Cave paintings of Paleolithic people served to _____.

- a) decorate the walls of a Neanderthal's home
- b) express their experience of the past and hope for the future
- c) fashion clay models of pregnant women and of animals
- d) join young men to the ranks of the hunters

9. The main idea of this text is that _____.

- a) Paleolithic people were very much like us
- b) Paleolithic people did some remarkable things
- c) life in the Paleolithic Age was very pleasant
- d) Both (a) and (b) are correct.

TRENDS

How will society change in the next century? Debbie Kent looks at some future trends.

Forecasting the future is a risky business. But that doesn't mean we can't say anything about the next decade. In fact, one trend is almost completely predictable: population growth. The population of the UK, currently just over 57 million, is expected to keep rising to hit 59 million by 2001. Most significant is how the structure of that 59 million will change. The number of 16 to 19-year-olds has been falling since the baby boom generation reached adolescence in the early 1980's, and it will stay low through the 90's and into the next century. On the other hand, the proportion of older people will grow. By 2001 more than 45% of us will be over 50.

Some implications for the next century are clear. Fewer school leavers and a workforce that is growing only slowly will have an impact on the labour market. Employers may have to look elsewhere to fill vacancies - to women with children and older people.

At the other end of the scale, the growth in the number of elderly people means a fresh look at the idea of retirement. For the first time most of us can expect to have 30 years of retirement to look forward to.

Although society will still be made up largely of conventional families, there is a growing trend for fewer stereotypical households: more homes will consist of single adults. Then there will be households split by divorce, mixed households of second marriages, and three generations living under one roof. The average household size is predicted to fall from 2.7 people to 2.4 people by 2001.

Finance is one of the areas that is likely to undergo a fundamental change between now and the year 2001. If full European monetary union takes place, we could routinely be using 'ECU' or some other denomination of Euro-wide currency even for our spending at home.

Will we be using money at all? The answer is almost certainly yes, for low-value transactions and for that small but intractable section of the population that does not have a bank account. But the cheque should be pretty much on the way out by 2001. According to Roger Taylor of Midland Payment Transmission Services, developers of payment card systems: "Transactions will be primarily plastic-based but people won't carry as many credit cards.

So the walletful of plastic is likely to be replaced by a single multi-function card that will act as cheque book, credit card, cash dispenser and debit card. Haven't we got that already? The difference is that the 2001 version will be an

'intelligent card' with a built-in memory. It will carry as much information about you as a personal organiser - details of bank accounts, credit ratings, insurance, salary - and will be able to pass that information on to anyone you choose to do business with.

Mark the best choice.

1. The main idea of the first paragraph is that _____.
 - a) it is risky to predict what will happen in the future
 - b) there will be an increase in the number of younger people
 - c) population growth is natural and should not be avoided
 - d) it is possible to predict that the age structure of the society will change significantly
2. In the next century, _____.
 - a) the number of people leaving school at a young age may rise
 - b) more jobs will be available both for men and women
 - c) employers may have to hire more women workers
 - b) labour market will get smaller in size
3. It is predicted that _____.
 - a) most of the people will be living on their own
 - b) the type of family which exists today will still be quite common
 - c) the houses will get larger so that three generations can live together
 - d) there will be a substantial decline in divorce rates
4. 'ECU' is probably _____.
 - a) the name of a European union
 - b) a unit of money
 - c) a financial resource
 - d) the name given to the change in finance
5. Which of the following is **not** correct?
 - a) People will still have bank accounts.
 - b) Cheques will be used less commonly in the year 2001.
 - c) People will still be using money, especially for buying cheaper goods.
 - d) There will be more types of credit cards in use.
6. The 'intelligent card' _____.
 - a) will help people organise their time more efficiently
 - b) is like a small computer which can perform many functions
 - c) is likely to be replaced by a multi-function credit-card
 - d) will enable businessmen to get information about anyone they choose

NUCLEAR POWER - A SAFE SOLUTION?

Ever since the first atomic bombs were dropped on Hiroshima and Nagasaki, governments have been trying to stress that the atom has a peaceful as well as a warlike side. In early propaganda films, which were made to gain the support of the public round the idea of a nuclear research programme, we were shown pictures of a high speed train travelling around the world. It was said that the train was powered by the equivalent of the energy contained in a glass of water. And it was claimed that this energy, which was won by 'harnessing the power of the atom', would be cheap, efficient, clean, and above all, safe. Besides, men would not have to labour beneath the ground in dirty and dangerous conditions to win the coal which would fuel our industry. The nuclear power stations of the future would not cause a decrease in the world's natural resources since they did not depend on burning fossil fuels like coal or oil. Thus, our resources would last much longer.

It all took a lot longer to happen than predicted. The first disappointment, of course, was that a power station could not actually be fuelled with a glass of water. The power stations still had to be fuelled with radioactive and potentially dangerous substances which were won from the ground by accident-prone miners, just like coal. These substances had to be transported to the power stations by train in special containers. Many of the early objections and protest campaigns came from the inhabitants of villages through which such trains passed, as they feared that in the event of a collision the containers of radioactive substances would break and spill radiation on to surrounding houses and countryside. The railway authorities were fairly successful in reducing such fears and showing that the containers they used could never break, not even in a head-on collision.

Concern was almost never directed at the power stations themselves and we were assured that scientists had foreseen everything that could possibly go wrong and taken the necessary precautions. What the nuclear power station designers and engineers had not taken into account, however, was Murphy's Law, which states that if a thing can possibly go wrong, sooner or later it will. At Three Mile Island in the USA, and Windscale in the UK, accidents happened despite all precautions. Radiation spilt into the atmosphere and we heard for the first time of the China Syndrome - the dreadful possibility of a nuclear accident burning through the earth all the way to China.

This seemed to be quite a weak possibility until Chernobyl, the world's worst nuclear accident so far. We saw pictures of a 'melt-down', where the entire core of the reactor becomes molten and uncontrollable, and also heard for the first time of a 'melt-through', where the radioactive mass melts through the earth's crust, and at the very least, contaminates the ground water

of an entire river basin system, making thousands of square miles uninhabitable for decades and totally destroying the agriculture of an entire region.

The fact that it was not quite as catastrophic as what is described above is due to the incredible and heroic self-sacrifice of the Soviet fire-fighters who tunnelled beneath the molten mass, entering the radioactive zone, to build a shield of concrete beneath the power station and wall it off forever. In the meantime, the plume of radioactivity had risen high above western Europe and, with the rain, dropped, deadeningly, in Sweden. Europe and the world were faced with an ecological disaster which could be much greater than that caused by an accidental firing of a powerful military weapon. Suddenly, the 'peaceful uses of atomic energy' did not seem so peaceful any more.

Mark the best choice.

1. Propaganda films were made in order to _____
 - a) show the effects of atomic bombs in Hiroshima and Nagasaki
 - b) introduce the peaceful side of the atom to public
 - c) support the public to carry out nuclear research
 - d) publicize high speed trains that could travel round the world
2. It was stated that nuclear power stations would _____
 - a) lead to an increase in the amount of natural resources
 - b) provide better living conditions for coal miners
 - c) be fuelled with a much more efficient form of energy
 - d) still have to be fuelled with coal and oil
3. Accident-prone miners _____
 - a) were those who were likely to have accidents
 - b) were carefully protected from radioactive substances
 - c) refused to work under the ground to avoid accidents
 - d) still had to mine coal which would be used in the stations
4. Radioactive substances were transported in special containers _____
 - a) as there was little risk of collision with other trains
 - b) after the objections and protest campaigns of villagers
 - c) which wouldn't let out their contents in the event of a collision
 - d) to spill radiation on to surrounding houses and countryside

5. According to the third paragraph, _____
 - a) it was believed that scientists had done everything to make nuclear power stations safe
 - b) the accident in the United Kingdom was more destructive than that in the United States of America
 - c) accidents were due to the lack of careful designing
 - d) some people were doubtful about the safety of nuclear power stations
6. During a melt-through, _____
 - a) the core of a reactor gets out of control
 - b) agriculture should be carried out very carefully
 - c) ground water gets polluted by radioactive substances
 - d) the inhabitants of the area should be protected from nuclear waste
7. The Chernobyl accident was not extremely disastrous because _____
 - a) there was no risk of a 'melt-through'
 - b) a concrete shield had been built beneath the station during its construction
 - c) the radioactive area was covered with molten mass
 - d) the fire-fighters made a great effort to reduce its effects
8. Although atomic energy has peaceful uses, it _____
 - a) threatens world peace
 - b) is as powerful as a military weapon
 - c) should only be used at times of war
 - d) is ecologically dangerous

HOW TO STOP COMPUTER ABUSE

More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to modify this information for his own purposes can reap substantial rewards. Even worse, a number of people who have done this and been caught at it have managed to get away without punishment. A recent Stanford Research Institute study of computer abuse was based on 160 case histories, which probably are just the tip of the iceberg. After all, we only know about the unsuccessful computer crimes. How many successful ones have gone undetected is anybody's guess.

For the last decade or so, computer programmers have concentrated on making it easy for people to use computer systems. Unfortunately, in some situations the systems are all too easy to use; they don't impose nearly enough restrictions to safeguard confidential information or to prevent unauthorized persons from changing the information in a file.

A computer system needs a sure way of identifying the people who are authorized to use it. The identification procedure has to be quick and convenient. Besides, it should be so thorough that there is little chance of the computer being fooled by a clever imposter, who dishonestly pretends to be an authorized user. At the same time, the computer must not reject legitimate users. Unfortunately, no identification system currently in use meets all these requirements.

At present, signatures are widely used to identify credit-card holders, but it takes an expert to detect a good forgery. Sometimes even a human expert is deceived, and there is no reason to believe that a computer could do any better. A variation is to have the computer analyse a person's hand movements as he signs his name instead of analysing the signature itself. Advocates of this method claim that different persons' hand movements are sufficiently distinct to identify them. And while a forger might learn to duplicate another person's signature, he probably would not move his hand exactly the way the person whose signature he was forging did.

Photographs are also sometimes used for identification. But, people find it inconvenient to stop by a bank or credit-card company and be photographed. Companies might lose business if they made the pictures an absolute requirement. Also, photographs are less useful these days, when people frequently change their appearance by changing the way they wear their hair. Finally, computer programmes for analysing photographs are still highly experimental.

Cash-dispensing systems often use two identification numbers: one is recorded on a magnetic strip on the identification card, and the other is given to the card holder. When the user inserts his card into the cash-dispensing terminal, or the automatic money machine, he keys in the identification number he has been given. The computer checks to see that the number recorded on the card and the one keyed in by the user both refer to the same person. Someone who stole the card would not know what number had to be keyed in order to use it. This method currently is the one most widely used for identifying computer users.

For a long time, fingerprints have provided a method of positive identification. But they suffer from two problems, one technical and one psychological. The technical problem is that there is no simple system for comparing fingerprints electronically. Also, most methods of taking fingerprints are messy. The psychological problem is that fingerprints are strongly associated in the public mind with police procedures. Because most people associate being fingerprinted with being arrested, they almost surely would resist being fingerprinted for routine identification.

Voiceprints may be more promising. With these, the user has only to speak a few words into a microphone for the computer to analyse his voice. There are no psychological problems here. And technically it is easier to take and analyse voiceprints than fingerprints. Also, for remote computer users, the identifying words could be transmitted over the telephone. However, voiceprints still require more research. It has yet to be proved that the computer cannot be fooled by mimics. Also, technical difficulties arise when the voice is subjected to the noise and distortion of a telephone line.

Mark the best choice.

1. Line 4, 'reap' has the same meaning as _____.

- a) control
- b) gain
- c) change
- d) use

2. Line 24, 'forgery' refers to an act of _____.

- a) detecting
- b) analysing
- c) deceiving
- d) signing

3. Line 28, 'advocates' are _____ .
a) credit-card holders
b) performers
c) human experts
d) supporters
4. Line 22, 'all these requirements' refers to _____ .
a) speed, convenience and the ability to distinguish authorized users from unauthorized ones
b) not rejecting legitimate users
c) serving legitimate users while not being fooled by illegitimate ones
d) not being fooled by imposters
5. Which of the following is true?
a) As many as 160 computer crimes have been committed so far.
b) Stanford Research Institute has recently studied the history of computer crimes.
c) Anyone can change the information in the storage unit of a computer.
d) The exact number of computer crimes is not known.
6. Unauthorised people can modify the information in the memory of a computer because _____ .
a) such people are intelligent enough to make changes for their own purposes
b) confidential information cannot be stored safely
c) computer systems are easily accessible to any user
d) those people get away without punishment even when they are caught
7. To identify the users, it is suggested that the computer analyses _____ .
a) why a person duplicates another person's signature
b) the reason why human experts are mistaken
c) the signature of the person
d) how the person moves his hand while signing

8. Which of the following is not a disadvantage of using photographs for identification?
a) It is not convenient for people to be photographed at a bank or company.
b) A number of experiments have to be done to analyse photographs.
c) People's appearance may change quite often.
d) People may avoid doing business with companies that demand photographs.
9. The magnetic strips on the identification card _____ .
a) are inserted into the cash-dispensing terminal
b) carry the identification number of the card holder
c) are the same as those given to the card holder
d) need to be keyed in to be checked by the computer
10. Computer users would be against the use of fingerprints for routine identification because _____ .
a) fingerprints cannot be compared electronically
b) it is an unpleasant experience to be fingerprinted
c) it would make people feel as if they were being arrested
d) methods of taking fingerprints are usually messy
11. One problem with using voicesprints is that _____ .
a) facial movements of users may mislead computers
b) computers are not yet capable of analysing human voices
c) computers cannot analyse the noise through a telephone line
d) it is not suitable for remote computer users

THE MIND AND THE BODY

A simple truth that should be self-evident is that an individual's personality is expressed through his body as much as through his mind. A person cannot be divided into a mind and a body. Despite this truth, all studies of personality have concentrated on the mind as the determinant of identity and have neglected the body. The body of a person tells us much about his personality. How one holds himself, the look in his eyes, the tone of his voice, and the spontaneity of his gestures tell us not only who he is but also whether he is enjoying life or is miserable and ill at ease.

A person enters therapy because he is not enjoying life. In the forefront or the background of his mind, he is aware that his capacity for pleasure has been diminished or lost. The apparent complaint may be depression, anxiety, a sense of inadequacy, and so on, but these are the symptoms of a deeper disturbance, namely, the inability to enjoy life. In every case it can be shown that this inability stems from the fact that the patient is not fully alive in his body and in his mind. This problem cannot be fully resolved, therefore, by a purely mental approach. It must be tackled on the physical and the psychological levels simultaneously. Only when a person becomes fully alive is his capacity for pleasure fully restored.

The principles and practices of bioenergetic therapy rest on the functional identity of the mind and the body. This means that any real change in a person's thinking and, therefore, in his behaviour and feeling, is conditioned upon a change in the functioning of his body. The two functions that are most important in this regard are breathing and movement. Both of these functions are disturbed in every person who has an emotional problem by chronic muscular tensions that are the physical counterpart of psychological conflicts. Through these muscular tensions, conflicts become structured in the body. When this happens, they cannot be resolved until the tensions are released. To release these muscular tensions, one must feel them as a limitation of self-expression. In other words, the body and the mind must work hand in hand to overcome the problem.

Mark the best choice.

1. The studies of personality are all based on the idea that _____
 - a) the body and the mind cannot be treated separately
 - b) an individual's personality is expressed through his body
 - c) personality depends on the mind of the individual
 - d) the body determines the individual's personality

2. Which of the following is **not** correct about depression and anxiety?

- a) They are the signs of the inability to enjoy life.
- b) They are reduced by the person's capacity to enjoy life.
- c) They make the person aware that he doesn't get pleasure from life.
- d) They are the complaints that cause the person to enter therapy.

3. The reason for the inability to enjoy life is that the _____

- a) patient doesn't get physical and psychological treatment at the same time
- b) problem is dealt with by a purely mental approach
- c) problem is much deeper than the patient can be aware of
- d) patient is not fully alive in his body and mind

4. A change in the functioning of the body first affects the person's _____

- a) behaviour and feeling
- b) thinking
- c) self-expression
- d) identity

5. _____ are the reflections of psychological conflicts on the body.

- a) Breathing and movement
- b) Emotional problems
- c) Chronic muscular tensions
- d) Changes in attitude

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Reader at Work I

Revised Edition

Answer Keys

MIDDLE EAST TECHNICAL UNIVERSITY
DEPARTMENT OF BASIC ENGLISH

1. MARY

1. No, she isn't.
2. Michigan / America / the U.S.
3. No, she isn't.

2. HANAKO

1. It is an international record company.
2. In Tokyo.
3. Tomiko is 24 and Akiko is 19.
4. Tomiko is a secretary for Japan Airlines and Akiko is a student at New York University.

3. LONGLEAT HOUSE

1. (It is) 140 km. west of London.
2. Lord Bath (owns it / does).
3. (They can see) the (beautiful) rooms and the antique furniture in the rooms (there).
4. They can drive through the park and see many animals there.
5. (It is open) every day from 10 a.m. to 6 p.m..
6. (It is open) only in the summer.
7. the house.
8. (the) visitors.

4. NEW YORK UNIVERSITY

1. It is in Greenwich Village.
2. There is a post office there.
3. There are three.

5. UNIVERSITY OF LONDON

1. It is in Bloomsbury.
2. The British Museum is near the university.
3. At restaurants and coffee shops.

6. JIM

1. It is a large film company.
2. In Paris.
3. (She lives with) her friend, Paul.
4. She is a student at the Faculty of Arts at the University of London.
5. There are five.

7. KATE

1. She is called Kate.
2. Near Leeds.
3. No, she doesn't.
4. She is a dental nurse.
5. No, she doesn't.
6. From Australia.
7. Yes, she does.
8. It's Bianca.
9. Yes, she is.
10. She is a teacher.
11. In a big school in the north of London.
12. Yes, she does.
13. No, she doesn't.

14. She lives in a house.
15. He is unemployed.
16. It's George.

8. THE OLD ENGLAND RESTAURANT & THE STATUE OF LIBERTY

A. 1. F 2. T 3. F 4. T 5. T

B.

1. (Because) they are never cold and are always delicious.
2. (You can) dance / listen to music / have a good time with your friends / have interesting drinks. (Any two.)

9. TOMIKO

1. In Glasgow.
2. Yes, it is.
3. Every Sunday.
4. They think she's very young.
5. By 8 o'clock.
6. By bus.
7. She doesn't like to drive in the London traffic.
8. Yes, she does.
9. At 4 o'clock.
10. She changes her clothes and watches TV or listens to music.

10. TOMIKO, KING AND TED

1. There are many places to go and many things to do there.
2. No, she doesn't.
3. (She sometimes feels afraid) at night.
4. There are three locks on her apartment door and she owns a big dog.
5. He protects Tomiko and her apartment when she is at work.
6. People he doesn't know.
7. They are / feel afraid of him.
8. No, she doesn't.
9. He works in the same company as she does.
10. He is afraid of dogs and he doesn't trust King because he's very big and he barks too much. / Ted is afraid that he may bite him someday.

11. THE GANSTON FAMILY

1. No, they don't.
2. Meat, biscuits and special dog food.
3. The shops in their village don't sell dog food.
4. They have got a cat.
5. At 6 o'clock.
6. They go for a long walk with him in the evening.
7. the neighbours
8. in London
9. the dogs

12. CINEMAS

- 1 The Color Purple
2. 4

13. PLAZA SHOPPING CENTRE

- 1 F 2 F 3 T 4 F 5 T

14. THE INTERNATIONAL HOTEL

- 1 6 (Monday to Saturday)
- 2 (The) International Restaurant (and the main entrance)
- 3 At the Hairdressing (and Beauty) Salon
- 4 At the Hair Salon
- 5 On the first floor
- 6 (At) 6.30 (p.m.)
- 7 (To) the ground floor
- 8 (At) the Coffee Shop

15. JOB ADVERTISEMENTS

- 1 F 2 F 3 T 4 T

16. YOUNG LOVE

- 1 It's a new band
- 2 They are playing at The Cave tonight
- 3 Yes, the do
- 4 In an office
- 5 She is singing in London / at The Cave tonight

17. VARIOUS ADVERTISEMENTS

- 1 T 2 F 3 T 4 F 5 F

18. SAN FRANCISCO

- 1 In the State of California in the west of the U.S.
- 2 No, it isn't
- 3 People from Spain (did)
- 4 Chinatown, Fisherman's Wharf and Alcatraz
- 5 The Chinese (do)
- 6 The ships passing under the Golden Gate Bridge and the cars crossing it
- 7 The Golden Gate Bridge
- 8 It was a famous prison between 1866 and 1920
- 9 No, there aren't
- 10 It is more European. Also, the sun always shines there and there are a lot of things to do at night

19. LETTER FROM HALIMA AND AHMED

- 1 Fifteen million / 15 million
- 2 (They are from) Egypt
- 3 Samira
- 4 Yes (they do)
- 5 On Friday
- 6 Historical sites
- 7 No (they aren't)

- 8 It's a big, white building
- 9 (They took a picture of) the two dogs
- 10 No (they didn't)

20. DEREK

- 1 He wanted to be a jockey because he liked horses.
- 2 He enjoys his days at the riding school
- 3 No, he wasn't
- 4 By car
- 5 A few miles

21. ROLAND-EVI-DELLA

- 1 (They play) pop music
- 2 (He plays) basketball
- 3 (He goes) skiing (in the Alps every winter)
- 4 (She studies English in) New York
- 5 (He lives in) Berlin / Germany
- 6 (He is) Evi's / Evi Pappas' (Italian) boyfriend
- 7 (He is) her (Italian) boyfriend

22. LETTER FROM PAM

- 1 Last month
- 2 Yes, she does
- 3 Three
- 4 No, she didn't
- 5 In Istanbul
- 6 Yes, they were
- 7 No, they didn't
- 8 Near the airport
- 9 No, it wasn't
- 10 A lot of interesting places
- 11 (For) twelve hours
- 12 Yes, she does
- 13 She wants to buy some things for her father
- 14 To Berlin

23. JOAN

- 1 Computers were very interesting for her
- 2 The work in the office
- 3 Two years ago
- 4 She can draw pictures
- 5 Was Joan a good student at school? / Yes, she was

24. MAHATMA GANDHI

- 1 In India
- 2 In 1869
- 3 It was a common custom in India at that time
- 4 (He went to London) to become a lawyer
- 5 In South Africa
- 6 Twenty years later
- 7 (He helped) the poor
- 8 A fanatic (did)

25. WILLIAM SHAKESPEARE

1. Eighteen
 2. Anne Hathaway
 3. He wanted to be an actor.
 4. The Rose
 5. (For) his plays
- 1564 - Shakespeare was born.
 - 1582 - He got married.
 - 1587 - He went to London.
 - 1603 - He worked for James I. / He performed his plays for the King and his friends / He worked at Globe Theatre.
 - 1610 - He went back to Stratford. / He died.

26. ALFRED HITCHCOCK

1. In London.
2. Hitchcock started to work with a British film company and also he married Alma Revelle.
3. (They had) one daughter.
4. The 39 Steps and The Man Who Knew Too Much.
5. In Los Angeles.
6. Psycho and The Birds.
7. Queen Elizabeth II (did).

27. CHARLIE CHAPLIN

1. In London.
2. In 1889.
3. In music halls.
4. To the U.S.A..
5. He started to work at the Keystone Company in Hollywood.
6. In 1914.
7. The Little Tramp.

28. SUPER TANKER DISASTER

1. (At about) two (this morning).
2. (It was very) stormy.

29. SELTON'S SECOND SHOPPING CENTRE

1. Books, shoes, clothes (any two).
2. No, there isn't.
3. No, you can't.
4. Yes, they are.

30. LEBNAT'S VISIT

1. F 2. F 3. F 4. T 5. F 6. F 7. T
1. 20 2. 12 3. 15 4. 18 5. 0

31. THE BUZZ SURVEY

1. F 2. F 3. F 4. T 5. F 6. F 7. T

32. D.H. LAWRENCE

1. F 2. T 3. F 4. NI 5. T 6. NI

33. THE FUNNIEST FILM

1. c 2. d 3. c 4. a
1. the man and his dog
 2. the usherette
 3. the dog

34. TOM'S DIARY

1. F 2. F 3. T 4. T
1. America (USA).
 2. (Just) opposite the Bailey School.
 3. (He doesn't like) watching TV.
 4. (It was) very good.
 5. The Jewel in the Crown.

35. ELVIS PRESLEY

1. F 2. NI 3. NI 4. T 5. T 6. F 7. F

36. GOING TO BRITAIN

1. foreign money
 2. (youth) hostel, campsite
 3. underground
 4. fish and chip (shops), hamburger (shops)
1. (At) information centres and/or tourist offices.
 2. a) under 24
c) (travelling) with a family
 3. (At) Indian and / or Chinese restaurants.
 4. Inside / In a small shop.

37. TRANSPORTATION IN TURKEY

1. a) Highway vehicles.
- b) Trains.
2. a) W b) T c) W d) T e) W
3. a) Coal.
b) A train.
4. Trains can carry more cargo. We can use a train wagon longer than we can use a truck. Trains use coal so they are more economical.

38. AMY'S RESTAURANT

1. You can eat at Amy's Restaurant.
2. It is a very good restaurant.
3. It is \$3.45.

39. SMALL CARS

1. They are cheaper, more economical and safer
2. You can save petrol and you can spend less money if you use a small car.

40. HOME SWEET HOME

1. A house.
2. 40%.
3. a) No; they can't.
b) They haven't got enough money to buy a house.
c) They live in small flats or in their parents' houses.
4. They are higher in the south.
5. a) They are cheaper.
b) They have to spend a lot of time and money on repairs and decoration.
6. 60% of the British people
7. Many young people
8. old houses
9. young people

41. A MEETING

1. He is the director of the UN university in Tokyo.
2. The World Health Organisation.
3. She has to return to Geneva on Tuesday.
4. In Tokyo.
5. They do a lot of research
6. No, it doesn't.
7. No, she hasn't.

42. LAURA

1. When she was eighteen.
2. No, she didn't.
3. She was 21.
4. Two
5. In a suburb of Bristol.
6. Yes, they have
7. at the university
8. Tony
9. Has Laura ever lived in Ireland?
No, she hasn't
10. How long has Laura lived in Bristol?
Since 1993. / Since she was born.

43. LETTER FROM WENDY

- A.
1. London / Torquay
2. (a group of) Japanese tourists
- B. 1. T 2. T 3. F 4. F

44. EDUCATION AT HOME (1)

1. She is a reporter
2. They've got two daughters and three sons. / They have got five children
3. Because they don't go to school/they study at home/their parents teach them at home.
4. Their parents/Marian and Roger teach them
5. They study at home
6. a) F b) F

7. They can't read.

8. T
9. (She thinks) they are very bad.

45. EDUCATION AT HOME (2)

- A. 1. T 2. F 3. T 4. F 5. F
- B.
1. 4.
2. They think these activities are very important.

46. JOHN LENNON

1. a 2. c 3. c 4. b 5. d

47. GUIDE TO GOOD EATING

- A.
1. a) (In) pizza houses
b) (In) hamburger cafés.
2. In West Lane
3. Tom Cousin / The writer and a friend.
4. (Tandoori) chicken, curries, wine, fruit salad
- B. 1. T 2. F 3. F 4. F

48. RADIO TIMES READER HOLIDAYS

1. F 2. T 3. F 4. T 5. T

49. SEAFORD SCHOOL & BEDGERBURY SCHOOL

- A. 1. F 2. T 3. F 4. T 5. F
- B.
1. (on) England's / the south coast.
2. Swimming, tennis, football, riding.

50. LETTER FROM GEORGE

1. (Because) he had an accident
2. Tim
3. His legs still hurt
4. To France.
5. A camping holiday
6. By car (and by ferry).
7. (At about) 8 o'clock.
8. 60 p
9. A fireman.

51. NOTTINGHAM & BANGOR

- A.
1. Sherwood Forest.
2. It is a small town / Its population is 13,000 and there is little or no heavy industry
- B. 1. T 2. T 3. F

52. A LANGUAGE TEACHER'S PERSONAL OPINION

- A. 1. T 2. T 3. F 4. F 5. F
- B.
1. (At) airports
(At) the cinema.

2. (To) our friend / our neighbours / a waiter (any two).

53. THE WORLDS OF WALT DISNEY

1. They are the two most famous entertainment parks in the world.
2. No, he didn't.
3. After he started to make cartoons in 1923.
4. Good, clean entertainment and fun.
5. He wanted everybody to enjoy good entertainment / to enjoy themselves.
6. 11 years.
7. In Walt Disney World, there are hotels and shopping centers, too.
8. Another entertainment center which has just been opened near Walt Disney World.
9. No, they don't.
10. a) Walt Disney
b) Walt Disney World
c) two other small cities
d) Walt Disney's parks

54. LETTER FROM FAMILY FRIENDS AGENCY

1. On October 17th.
2. He wants to stay with a good family.
3. With the Cranleys.
4. Seven.
5. With Mrs. Easley.
6. She is an opera singer.
7. The Cranleys have five children and three dogs so it is too noisy there.
8. Everyone likes her.
9. Wimbledon is far from London.
10. By underground.
11. Four.

55. LETTER FROM KATHY

- A. 1. F 2. F 3. T
- B.
1. a) It was on the eighth floor (of a large block of flats) / She's afraid of high places.
b) It was on a busy main road.
2. a) It's a really cheap house.
It has got four large bedrooms.
It's really big.
b) The children loved it because there's a big garden (to play in).
There's a very good private school nearby (and they think / she thinks they'll send Chris and Claire there).

56. SINGLE FATHERS' CLUB

- A. 1. F 2. F 3. F 4. T

B.

1. They started the first single father's group in the U.S.
2. How to look after a child with a temperature.
Where to find milk at 6 a.m.
How to help children who don't sleep well at night.
What foods are best for their children.

57. PLANE CRASH IN PERU

- A. 1. T 2. F 3. F 4. T 5. F 6. T 7. F
8. T 9. F

B.

1. (Because) they wanted to spend Christmas with Juliana's father (, who was the manager of a bank there).
(Because) Juliana's father was there and they wanted to see him / be with him at Christmas.
2. (Because) she did not have anything to eat for two days.
3. Five days.

58. INVERNESS

- A. 1. T 2. T 3. F
- B. 1. d 2. c 3. b
- C.

1. It is the famous mountainous area in Scotland.
2. Aberdeen, Dundee, Glasgow, Edinburgh
- D. b, d, e, g

59. LACROSSE

- A.
1. Canada, Britain, Australia and America.
2. Two
3. A stick (called a 'crosse') / a crosse.
- B. 1. b 2. c 3. c 4. c 5. d 6. a 7. a

60. THE BARASANA

- A. 1. F 2. F 3. T 4. F 5. F 6. T 7. F
- B.
1. In 'The Vaupés Region' (between Colombia and Brazil). / In an area between Colombia and Brazil.
2. The Barasana (people).
3. The (Barasana) women
4. They play with other children.
They watch their parents.

61. THE MOTOR CAR INDUSTRY

1. b 2. d

62. THE OSTRICH

1. F 2. F 3. T 4. T 5. T 6. F 7. F

63. RUDYARD KIPLING

- A. 1. T 2. F 3. F 4. F 5. T

- B.
1. the United Services College (in Devon)
/ his school (in Devon).
2. soldiers
3. wife
4. children
5. the Nobel Prize (for literature)

64. VIDEO CLIPS
A. 1. c 2. b 3. b 4. d 5. c 6. d
B. 1. T 2. F 3. T 4. T 5. F

65. DREAMS
A. 1. d 2. c 3. d 4. c 5. d 6. a
B. 1. F 2. T

66. ORANGES
A.
1. a), that is,
b) separate parts
2. a) i.e.
b) parts which grow into a new part
3. a) in other words,
b) in nature
4. a), or
b) grow
5. a) such as
b) parts of Asia / in Asia
6. a) called
b) North and South America
7. a) ()
b) farm product
B.
1. c
2. the orange tree
3. (the) oranges
4. in China
C.
1. Any three of the following:
It is sweet / juicy / in sections / easy to eat.
It has a (thick or thin) skin.
It has a beautiful colour.
Some oranges don't have seeds.
2. They took them from the Spanish. / The
Spanish planted orange trees in North and
South America (They took them to Florida
first.)
3. Because the colour of oranges is very beautiful
D. 1. c 2. b

67. THE POSTAGE STAMP

- A.
1. a), or ...
b) took the letter to the person
2. a) That is,
b) the sender paid for it before

- B.
1. the first stamps (in 1840)
2. the Universal Postal System
the UPS
C. 1. T 2. F 3. NI 4. F
D.
1. Some countries did not want to accept letters
with the stamps of other countries.
2. Collecting stamps is one of the most popular
hobbies in the world

68. VOLCANOES

- A.
1. the god of destruction 2. chimney
3. a liquid deep in the earth
4. a hot liquid 5. group
B.
1. people 2. volcanoes
3. (the island of) Vulcano. (just north of Sicily)
C. 1. T 2. F 3. F 4. T

69. CONTAINERS

- A.
1. some of the simple and basic containers
2. the / a can opener
3. jars
4. Bottles
5. made of paper, foil or thin plastic
B.
1. strong and long-lasting
2. heavy paper
3. c
4. top or cover (which can be removed or
tightened by screwing or unscrewing)
5. liquid food
6. soft and movable
C.
1. Paint cans, beverage cans, spray cans
(Any two.)
2. (Because) they are made of glass or ceramic
D. 1. b 2. d 3. c 4. b

70. LUMINOUS AND NON-LUMINOUS BODIES

- A. 1. T 2. T 3. F 4. F 5. T 6. T
B. Clue or
send out
C. 1. a 2. b 3. b 4. c 5. a

71. COAL

- A.
1. coal
2. petroleum and natural gas
3. anthracite
4. lignite, subbituminous coal, bituminous coal

- B.
1. take it / coal from under the earth
2. give out.
3. keep
4. for uses in our homes
C. 1. T 2. F 3. T 4. F 5. F 6. T
D.
1. invention of the steam engine
2. fuel
3. lignite // anthracite
4. burns slowly // maintains / keeps a uniform /
constant fire
has the highest carbon content // gives the most
heat
5. produce steam
6. (about) 400 years
E.
1. (Because) we can find it closer to the surface
(than petroleum and natural gas)
2. There is less of it than there is of the other kinds
of coal

72. CARS OF THE FUTURE

- A.
1. cars.
2. tomorrow's cars.
3. special intelligent roads.
4. the vehicles.
B. 1. T 2. F 3. F
C. 1. c 2. d

73. USING ELECTRICITY

- A.
1. electricity
2. shaft
3. ultraviolet (rays) and infrared (rays)
4. a doctor
B.
1. a) machines
b) - ... -
2. a) doctors
b), or
3. a) correct
b) ; that is,
C.
1. (a+b) electric fires, irons, toasters. (Any two.)
2. (a+b) subway trains, trolley buses, electric
locomotives. (Any two.)
D.
1. the inside of the human body
2. washing machines / refrigerators / mixers /
toasters / irons / electric fires (Any two.)

74. POLYMER BATTERIES FOR ELECTRIC VEHICLES

- A.
1. vehicle
2. kill people
B.
1. (the certain amount of) fuel (in the world)
2. reason
3. the new type (of battery) / (the / a) conductive
polymer battery
4. car builders can form it into any shape
5. vehicles
C. 1. c 2. a
D.
1. (Any three.)
a) It does not provide the necessary power for an
electric car. / The car cannot go a long distance
with such a battery.
b) You must replace it in time.
c) It is too heavy.
d) It is too expensive.
2. (Any three.)
a) It's three times stronger than the ordinary car
battery.
b) It weighs less than 5 kilograms.
c) Car builders can form it into any shape. / You
can place the battery anywhere in the car; for
example / Its capacity to take various
shapes.
d) It's cheap (because of the polymers used.)

75. EFFECTS OF CIGARETTE SMOKING

- A.
1. breathe it in
2. remove it / the tar
3. lasts for a very long time
4. have / get enough oxygen
5. can't do without it
6. (strong and fast-acting) stimulant
B.
1. the effects of carbon monoxide
2. (cigarette) smokers
C.
1. Smokers who only take the smoke into their
mouths.
2. Certain forms of filters (in addition to the
cigarette's own filter).
3. Because cigarettes are arousing agents (and they
make people more nervous, not less).

76. MICROSCOPIC ORGANISMS

- A.
1. a
2. a, c, f
B.
1. the studies of microscopic organisms

2. with (only) one cell
3. make / become more
4. not active

C.

1. microscopic organisms
2. scientists
3. (some) protists
4. protists
5. The cell.

D.

1. Animal kingdom, plant kingdom, protist kingdom, monera kingdom.

2.

Unlike animal-like protists, plant-like protists have chlorophyll.

Unlike plant-like protists, animal-like protists cannot make food / get food from others.

3. Both provide food for other plants and animals that live in the water.

4.

- a) Bacteria have only one cell; a virus is not a cell.
- b) Viruses are much smaller than bacteria.

77. ROLLER-SKATING TAKES OFF

A.

- 1 (Every weekday morning) he roller-skates (seven miles across San Francisco) to his office / to work.

He puts on a suit and tie and roller-skates to his office

2.

- a) They / These wheels make skating (very) easy.
- b) They are expensive (so many people prefer to rent them).

B. 1. F 2. F 3. T

C. d

78. LEARNING ABOUT MARS

A.

- 1 Mars and Earth

2. a 3. c 4. very small 5. b

B. 1. i 2. k 3. g 4. m 5. b 6. e 7. d

C. 1. T 2. F 3. T 4. F 5. T

79. PIRATES

1. 200

2. *Treasure Island* and *Captain Blood*

3. a hat / turban / moustache / beard / gold earrings and had a pistol / gun

4. along the American coasts / on all the oceans of the world

5. Jean Lafitte

6. woman pirate

B. 1. b 2. a 3. c 4. b 5. a 6. a 7. a

C. 1, 2, 5, 8, 9, 10

80. GEOTHERMAL ENERGY

A.

1. b

2. the cold water

3. geothermal energy

4. c

5. provide the power to work

B. 1. F 2. F

C. In some places you do not have to drill to obtain geothermal energy.

D. 1. b 2. a

81. BALI

A.

1. in Bali

2. the Balinese people

3. tourists

4. the Balinese

5. Bali

B. 1. d 2. a 3. b

C.

1. They make music, paint or carve things out of wood and stone.

2. In the 1950's, when tourists began to visit Bali.

3. They produce more things for tourists but fewer things for their temples.

4. Tourists bring more money, new ideas and a new way of life

5. There will be less money.

6. If there are too many tourists, the Balinese way of life will change too quickly.

82. LIFE IN SPACE

A.

1. Canadian astronomers

2. the nearby stars

3. these unseen objects

B.

1. a new astronomical measuring technique

2. big / large

3. large

4. give back

5. ways

6. unchanging

C.

1. 100,000 million.

2. Stars.

3. Epsilon Eridani and Gamma Cephei.

4. The Space Telescope and a European satellite called Hipparchus

5. stars and planets

D. There are about 100,000 million stars in our galaxy and about one fifth are stable; that is, unchanging and cool like our own sun.

E. 1. F 2. O

83. NICE NOT EASY

A. 1. d 2. b

B.

1. a) Improving language skills.

b) Discovering other cultures.

c) Finding some independence.

2. a) She didn't let her eat without her permission.

b) She didn't let her drink their biological milk / She didn't let her have a key.

C. 1. F 2. F 3. T 4. F

84. THE OLYMPIC MARATHON

A.

1. the marathon

2. to Olympia

3. these games

4. to Athens

5. 1896

6. Olympic athletes

B. 1. c 2. b 3. b

C.

1. The Greeks (had) won the war.

2. Since 1896.

3. 12 (countries).

4. Since 1923.

85. THE TECHNOLOGICAL REVOLUTION

A.

1. (F) They have taken the place of many farm workers.

2. T 3. T

4. (F) It hasn't changed in size.

B.

1. To process information about soil chemistry, insect control and plant genetics.

2. To type letters, send out bills, collect huge amounts of information and do calculations.

3. They are free to use their brain power to make new discoveries.

C.

1. man

2. modern tractors and threshers

3. the workers

86. MANCHESTER

1. c 2. d 3. c 4. d 5. d 6. d 7. a 8. b

9. the cotton goods

10. the canal's

87. 'SEN' OR 'SIZ'?

A.

1. your parents

your mother / mum and father / dad

2. their parents' and their parents' friends'

3. you

4. Turkey and France

5. English speaking people / Australians, Americans and the British

B. 1. T 2. F 3. F

C.

1. A few hundred years ago.

2. When the young people talk / are talking to each other / aren't talking to an older person.

3. (It changes) from a formal relationship / one to an informal one.

88. VIVE LA DIFFERENCE!

A.

1. countries

2. differences you cannot see immediately

3. the fact that people say something to each other before they start eating (such as "Guten Appetit")

4. people's

B. 1. F 2. T 3. T 4. F 5. T 6. F 7. T

C.

1.

a) What people look like.

b) The different money they use.

c) The different food they eat.

2.

a) the way people greet their friends.

b) customs linked with eating.

c) what people do in their spare time (in the evening or at the weekend).

3. People in different countries have their own customs, traditions, languages and beliefs. / Countries are different from each other. (or any other answer which states a similar idea).

89. TORNADOES

A.

1. (About) 20 to 30 minutes.

2. Hot, humid days.

3. (some) underground area (such as a cellar or a basement)

4. Refer to lines 5-10, 11-12, 16-19.

B. 1. F 2. F 3. T 4. F 5. T 6. T

90. INDUSTRIAL MEDICINE AND SAFETY

A. 1. d 2. a 3. c

B. 1. T 2. T 3. F 4. F 5. F 6. F 7. T 8. F

91. LEARNING ABOUT COMPUTERS

A.

1. It can help us learn fast.

It can help us work successfully.

It can help us have a good time.

It can store (or keep) (very) large amounts of information (for easy reference). (Any two)

2. It saves / stores information (you want to keep)

B. 1. F 2. F 3. T 4. F 5. T 6. F

92. SEAT BELTS

- A 1 b 2 d
B 1 F 2 F

93. JAMES DEAN

- A 1 c 2 a
B 1 T 2 T 3 F 4 F

C

- 1 Giant
2

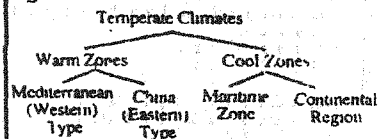
- a) The sun was going down so the light was poor
b) He wasn't wearing his glasses

94. SKYSCRAPERS

- A 1 d 2 a 3 b
B 1 F 2 T 3 F 4 T

95. TEMPERATE CLIMATES

- A
1 6°C
2 Eastern / China type of warm temperate zone
B



- C
1 The type of climate that is free from very high and very low temperatures.
2 On the Western coasts and in Southern Europe
3 Up to five months
4 A maritime zone
5 The summers are warmer and the winters are cold

96. THE PEN

- 1 c 2 b 3 d 4 c 5 d 6 b

97. POPULAR vs QUALITY NEWSPAPERS

- 1 c 2 a 3 d 4 b 5 c 6 c 7 d

98. ACID RAIN (1)

A

- 1 coal or oil
2 poisonous gases
3 the pollution

B

- 1 Burning coal or oil (causes it)
2 (The aim is) to convince the other countries that the problem has to be considered a major ecological threat

- 3 They are forced to take action because damage has been reported in large areas of forest or lakeland
4 The problem of acid rain (must be solved quickly)
5 (They will be accused) of having allowed forests to die
6 A major international initiative to combat acid rain (is expected in the near future).

99. ACID RAIN (2)

A a

- B 1 T 2 F 3 T

100. THE KON-TIKI VOYAGE, 1947

- F c 2 d 3 a 4 c 5 a 6 b 7 d 8 a 9 b

101. US CITIES: PAST AND PRESENT

A

- 1 horses // other animals
2 butchers
3 poor planning / lack of planning // pollution / crime / accidents / dirt
4 water supplies
5 pickpockets
6 the planning of cities // their neighbourhoods
B 1 a 2 a 3 c 4 c 5 a 6 c

C

- 1 By runaway horses
2 Because (communicable) diseases (such as smallpox, yellow fever, malaria, cholera and typhoid)

102. SPAS: GOOD OR BAD?

- A 1 F 2 F 3 F 4 N 5 T 6 N 7 T
B 1 c 2 d 3 c 4 b

C

- 1 water
2 at / in spa resorts
3 people
4 these governments / the German, French and Austrian governments

D

- 1 Water / Mineral springs, (hot) mud.
2 So that their backs, arms and legs will stop aching and their rough skin will feel smooth again
3 (An old miner's tunnel), (now) a 'health tunnel'

103. ARTS OR SCIENCE?

A

- 1 he like
2 the children
3 scientists

- B 1 F 2 T 3 T 4 F

C.

1. In order to give everyone with sufficient ability the opportunity to study. / To ensure that there will be well-trained men and women to run the government and industry in the future.
2. He is a lively person.
He has a good sense of humor.
He is interested in sports and pop music.
He has a lot of girlfriends.
He always has a good time.
He is attractive / interesting.
He cares more about his subject.
(Any two.)
3.
a) He can teach his subject (to earn a living).
b) He can work in a completely different field.

104. OUR FIRST WORDS

A.

1. Frederic II
2. skills
B. 1. b 2. d 3. c 4. c 5. b
C. 1. F 2. T 3. T

105. YOUR DIET

- A. 1. c 2. c 3. d 4. a
B. 1. F 2. F 3. T

C.

1. (Because) they believe that the nation's children are properly fed.
(Because) they believe that children's dietary standards are not the business of the government.
2. (They eat meals of) chips, chocolate and bread and jam.

106. DANGER FOR THE FUN OF IT

- A. 1. c 2. b 3. b 4. d 5. a 6. c 7. d
B.

1. Most are men.

- They know about the dangers of their sport.
They look down on usual sports (like tennis and golf).
They try to prove their masculinity / They want to feel more masculine.
They find the sport habit-forming. / They make it a habit.
They like talking about their sport.
2. He talks / By talking about hot-air ballooning / his sport
He introduces / By introducing ballooning into the conversation.

107. LOSING FERTILE LAND

A.

1. The environment
2. put in danger
3. farmers (who are losing their land)
4. ecologists / environmental scientists / scientist who are teaching the farmers about ecology
B. 1. c 2. d 3. a 4. c
C. 1. T 2. T 3. F 4. F
D.
1.
a) They pollute / By polluting the environment.
They use / By using poisonous chemicals (which contaminate the land).
b) They cut down / By cutting down trees and plants (which grow on the sides of the mountains)
2. They are overpopulated / They cannot support a large increase in population.

108. MONEY

A.

1. the money in the bank which you can take out at any time
2. a branch (of a bank)
B. 1. b 2. d 3. b
C.
a) He can ask the manager of a bank.
b) He can read the leaflets / booklets.
D. 1. Y 2. N

109. MONEY THEN AND NOW

A.

1. you buy
2. the ancient Greeks
3. coins
4. Nowadays more and more people are paying for things with cheques and credit cards instead of in cash

B.

1. A system of exchange.
Exchanging one thing for another.
2. Business became much easier (because (Also, caused the introduction of banknotes because they were heavy).
3. By introducing banknotes.
4. (Cheques and credit cards.

110. THE CASHLESS SOCIETY

1. b 2. a 3. c 4. c 5. c 6. b 7. b 8. a 9. c 10. c

111. DAMS

A.

1. supplying crops with water
2. great
3. sand, soil or mud carried along by a river

4. productive
5. large
B 1 F 2 T 3 T
C.

- 1 a) Irrigation (supplying crops with water)
b) Controlling floods.
c) Generating electricity
2. Because water is trapped in the lake.
Because water is no longer flowing rapidly.
3 The land below the dam may lose its fertility
4 On the north of the Aswan High Dam.

112. MOTHERHOOD IN A CHANGING WORLD: WOMEN IN GHANA

A 1 T 2 F 3 T 4 T 5 T 6 F

- B
1 They bake and cook things to sell
2
a) They are available mainly in urban areas / They are not enough in number
b) The fees are (usually) too high for the poor / They are (too) expensive (so the poor can't send their children to such centers)

113. ORDINARY ASPIRIN IS TRULY A WONDER DRUG

A 1 P 3 2 P 2 3 P 4

- B
1 take
2 not strong
3 a disorder in the joints (of a body)
4 the chemical in aspirin
5 increase in (the) body temperature
6 press and break
C
1 aspirin
2 the experiments (with sales / lines / this chemical)
3 a small quantity of aspirin
4 the (aspirin) tablets
D
1
a) It is safe / Its bad effects are ruled out / long
b) It is very effective / an effective pain reliever
For millions of people, suffering from arthritis it is the only thing that works. (This is an example of aspirin taking an effective pain reliever)
c) It is cheap / not expensive
2 When you chew the tablets before swallowing them (with water)
When you crush the tablets (in milk or orange juice)

114. SOLAR ENERGY

1 c 2 1972 3 send out 4 b 5 d

115. DESALINATION METHODS

- A
1 the undrinkable water in the oceans and seas
2 electro-dialysis
3 the salt
4 the vapour
5 all desalting methods
B 1 c 2 a 3 b
C 1 F 2 T 3 T
D
1 There could be no life on earth without water
Over three quarters of our body is water and without it we cannot grow crops, run factories or keep clean.
2 The electric charge that passes through the salty water
3 It is very slow
4 They are energy sources

116. RENEWABLE AND NON-RENEWABLE RESOURCES

- A
1 The air, the oceans, the land and the sun
2 Less than 200 hundred years ago
3 Four
B
renewable e.g. grass
non renewable e.g. fossil fuels
C
1 these resources
2 the resource
3 to conserve non-renewable resources
D 1 c 2 b
E 1 T 2 F 3 F

117. BOOKWORMS

1 c 2 d 3 b

118. WHAT A GOOD IDEA!

1 d 2 d 3 d 1 b

119. A LOAD OF RUBBISH

1 c 2 b 3 b 4 b 5 d 6 c 7 c 8 b

120. WORK AT HOME

1 a 2 c 3 a 4 d 5 d 6 a 7 c 8 b 9 c 11 c

121. WOMAN PILOT SAVES GANGSTER FROM PRISON

1 c 2 c 3 a 4 a 5 b 6 d 7 c

122. INDUSTRIAL POLLUTION

1 d 2 c 3 c 4 b 5 c 6 b 7 a 8 c

123. AROUND THE WORLD IN A PAPER PLANE

1 d 2 c 3 d 4 a 5 c 6 a 7 b

124. FOOD

1 c 2 b 3 d 4 d 5 c 6 d 7 c 8 b

125. RURAL MIGRATION

1 a 2 b 3 d 4 c 5 a 6 b

126. OUTWARD BOUND

1 a 2 c 3 b 4 b 5 a 6 c 7 a

127. A PLAIN MAN'S GUIDE TO INVESTMENT

1 c 2 a 3 d 4 c 5 b 6 c 7 d

128. THE SAMARITANS

1 c 2 d 3 d 4 a 5 c 6 b 7 a 8 d

129. WHAT HAPPENED TO THE DINOSAURS?

- A.
1. dinosaurs
2. A possibility
B.
1. enormous
2. to crash
C. 1 F 2 T 3 T 4 F 5 T 6 T

130. THE ELEPHANTS' GRAVEYARD

A. 1 F 2 T 3 T 4 F 5 F 6 T

- B.
1. wild elephants
2. 800,000 (African elephants)
C. 1 c 2 b

131. A NATION OF PET LOVERS

- A.
1. the average U.S. family's
2. pet foods
3. the British public spent 2 hundred million pounds on pet food / (the British public) spending 2 hundred million pounds on pet food
4. British pets
5. getting rid of the mess that dogs leave on the streets
B.
1. statistic
2. unique
3. alarming
4. restricting
C. 1 T 2 F 3 F

D.

1. (It could be better used) by spending it on old people. / The money could be spent the poor and old. / It could be used for poor old people.
2. They cause physical problems.
The mess dogs leave on streets. / Pets which are allowed to run free. / Pets which are free are dangerous.
They can cause disease. / The threat of rabies. Carelessness of pet owners. (Any two.)

132. BUSINESS GOES GREEN!

- A. 1 c 2 c 3 b
B.
1. (more and more) consumers
2. green products
C.
1. green
2. recycle
3. consider

133. A GREENER WORLD

- A.
1. Herbert Girardet and John Seymour
2. people's
3. Walking
4. poisonous chemicals
B. 1 F 2 T 3 F 4 T 5 F 6 T
C.
1.
a) Driving / Transport.
b) Poisonous chemicals.
2.
a) Friends of the Earth.
b) Greenpeace.

134. A 90-DAY STRETCH

- A.
1. to ride a bike all the way across America / riding Bikecentennial's 4450 mile Trans-America Trail from Oregon to Virginia.
2. The package tours
B. 1 T 2 T
C. 1 d 2 d 3 b 4 a 5 c

135. GLENN CURTIS

- A.
1. Glenn Curtis
2. building motorcycle engines
3. the Wright Brothers.
4. new ideas (on wing design)
B. 1 c 2 c 3 b 4 d
C. 1 F 2 F

136. FLYING GRANDMOTHER

- A.
1. aviation
2. learn to fly
3. the trainees
B.
1. solo
2. needy
3. opportunity
4. uppermost
5. goal
C. 1. T 2. F 3. F
D. 1. c 2. a 3. b

137. THE PROPRIETARY SCHOOLS

- A.
1. Proprietary / Vocational schools
2. students
3. the teachers
4. get a good job
B. 1. b 2. a 3. b
C.
1. The students.
2.
a) Training in business.
b) Training in technical skills.
c) Training in self-improvement
3. Cosmetology.
4. To give the students a sense of accomplishment.

138. VEGETARIANISM

- A.
1. He doesn't want to kill. / He believes that we do not have to kill to feed ourselves / It seems strange to him that in order to live we have to kill.
2.
a) There is no need to kill in order to feed ourselves. (Also lines 6-9, 11-14)
b) Recently animals and poultry are treated with sex hormones (, which causes unknown dangers to human consumers).
c) Rivers and seas are full of poisonous chemicals (and when you eat fish, you get these poisons)
3. Any of the following:
A standard meal is dull, unimaginative and boring. / A standard meal is served with little change from day today and week to week / A standard meal has an unchanging order.
However, vegetarian cookery is rich and varied / A vegetarian meal doesn't have to have a main course
B. 1. b 2. a 3. b 4. d

139. THE OZONE LAYER

- A.
1. top government officials / people
2. pollution
B. 1. c 2. d
C. 1. T 2. F 3. F
D.
1. the manufacture of CFCs / the ozone layer depletion
2. aerosols / hamburger packaging / refrigerators (Any two)
3. increase

140. A HOLIDAY BROCHURE

- A. 1. b 2. c 3. c 4. d 5. d 6. a
B. 1. F 2. T 3. T 4. F 5. T 6. F
C.
1. 01-580 1221
2. travel documents, luggage labels
3. the transportation (cost)
4. folding beds
5. clerical work, the delivery of the visa
6. the first 5 pages of your passport

141. THE CONSUMER SOCIETY

- A.
1. baby
2. TV commercials and children's programmes
3. children
4. take advantage of (the weakness of a mother)
B. 1. b 2. c
C. Choosing and buying goods and services

142. ELIZABETHAN GRAMMAR SCHOOL

- A. the rest periods / breaks
B. 1. b 2. c 3. c 4. b 5. b 6. d
C. 1. T 2. F 3. T 4. F 5. F

143. ONE WOMAN'S RACE ACROSS ALASKA

- A. Sequencing
B. 1. f, c, e, a, g, d, b
C. 1. get back on the trail (route)
2. the risk of serious frostbite, damaging her lungs / damage to her lungs
3. two people / teams / racers
Rick Swenson and Jerry Austin
C. 1. b 2. d 3. b

144. PHOBIAS

- A.
1. Fear of spiders
2. Fear of height / high places
3. Fear of flying

- B.
1. the bathroom
2. the spider
3. large windows
4. the sky / air / atmosphere
C. 1. b 2. c 3. a

145. THE HAUNTED HOUSE

- A.
1. (the fact that) the house was in the centre of London
2. the three women
B. 1. c 2. b 3. d 4. c 5. a 6. d 7. b

146. WHITE LIES

- A. 1. T 2. T 3. F 4. F 5. F 6. T
B. 1. b 2. c 3. d 4. a

147. THE DIRTY OLD MAN OF EUROPE

- A. 1. b 2. c
B.
1. the aluminium
2. Other European nations
C. 1. F 2. F 3. T 4. F 5. T
D.
1. Great Britain.
2. Because acid rain causes chemical imbalances, resulting in death.
3. To reduce the sulphur emissions by 30 per cent by the year 1997.

148. FOOD ADDITIVES

- A.
1. the food
2. preservatives, anti-oxidants, stabilisers and emulsifiers, and colouring agents.
3. contains additives
B. 1. b 2. d
C. T
D.
1.
a) Because they spoil the taste (of food).
b) They make the food dangerous to eat.
2.
a) Because they make sure that the ingredients mix.
b) They make sure that the ingredients do not separate out again.
3. Fresh and locally produced food.

149. HOLIDAYS

- A.
1. on their / your / one's own
2. where you (will) stay
3. looking for

- B.
1. more than 300 million people's
2. the large holiday resorts
3. package holidays.

C. 1. T 2. F 3. F 4. T
D.

1.
Where you are going.
How much money you have.
Whether you are travelling alone, or with family or friends.
Where you want to go.
How you want to travel.
How long you want to travel.
How long you want to stay.
(Any two.)
2. You book the holiday through a travel agent and pay the bill.

3.
Checking complicated timetables.
Chasing / running after cheap flights.
Trying to make hotel reservations (yourself) in a language you can't even speak.
It can cost more than package holidays.
(Any two.)

150. BODY LANGUAGE

- A.
1. our looks
2. the exact shape of the mouth
3. (the) people
4. (The fact) that we learn our looks from those around us. / Learning our looks from those around us.
B. 1. F 2. T 3. F 4. F
C.
1. Physical appearance is culturally programmed. / We learn our looks; we are not born with them.
2. Because people on Madison Avenue, New York / in New York smile less than those on Peachtree Street in Atlanta, Georgia / in Georgia. / People in New York smile less than the Southerners.
D. c

151. COMPUTERS IN THE MODERN WORLD

- A.
1. the computer
2. computers
3. customers
4. of customers / customers'
5. the money in an envelope / the envelope
6. money
7. computers

- B.
1. Government, science, business and education.
 2. Work in which speed is essential.
 3. They are used to monitor accounts.
 4. Health care, communication systems, business management and space exploration.
 5. To control reservations, to keep records, to pay employees and to compare bills.

152. THE COMPUTER

- A.
1. use
 2. understand
 3. non-living
 4. stop
 5. signals
 6. within reach
- B. 1. F 2. T 3. T 4. T 5. F
- C.
1. The stored - program characteristic.
 2. By changing the instructions.

153. A NATIONAL DISEASE

- A.
1. leisure time / evenings and weekends
 2. the vast majority of the population
 3. television
 4. television
 5. people
- B. 1. a 2. a 3. c 4. b 5. a
- C. 1. F 2. F 3. F 4. T
- D.
1. TV has beneficial effects on conversational habits. / People have something to talk about.
 2. It broadens people's horizons / introduces people to new ideas and activities.

154. GETTING THE U.S. TO GO METRIC

1. b 2. a 3. c 4. a 5. b 6. c 7. a 8. c

155. THE CASH MACHINE

- A.
1. the early 1970's
 2. the / a magnetic strip
 3. the amount needed
- B.
- a) 16,000
 - b) 80,000
- a) Track 1. your / the customer's name
- b) Track 2. bank information (the customer's account no.)
- c) Track 3. more details about you, the customer
- About £100,000

- C.
1. The cash dispensers used before 1970's (worked like drinks machines and) gave out packets of money, but today these machines enable customers to carry out various banking transactions.
 2. To enable customers to carry out various banking transactions
 3. In the cash machine
- D.
- the card
- PIN
- checks
- the information is correct
- the amount needed
- bank account
- The cash is given out. / The customer withdraws the money

156. FAIR PLAY FOR WOMEN'S FOOTBALL

- A.
1. banning women from playing football / women wouldn't be allowed to play on proper fields with qualified officials in any organised way
 2. the women's game
 3. foreign clubs buying the best players / a foreign club buys the best players
 4. doing something she loves
 5. women's football
- B. 1. F 2. T 3. T 4. T 5. F 6. T
- C.
1. They won the game (3-2)
 2. In 1969
- D. 1. b 2. b

157. WHAT IS NEWS?

- A. 1. b 2. b 3. c 4. c 5. a
- B.
1. News is what reporters, editors, and producers decide is news
 - 2.
- a) Most reporters find document analysis dull and boring.
- b) There is a need to personalize the news
- C.
1. victims of crime or natural disasters
 2. have an effect on the audience / are relevant to people's lives

158. TV OR NOT TV; THAT'S THE PROBLEM

1. a 2. b 3. c 4. d 5. d

159. THE EARTH'S SPREADING DESERTS

- A. 1. a 2. c 3. b 4. a 5. d 6. c
- B.
1. Mauritania's capital city
 2. In some parts of the Amazon rain forest (in Brazil)
 3. live in (these) dry regions (and whose number is 628 million)
 4. Farmers
 5. the fragile land's
 6. grass and other plants
 7. carrying water / the fact that water must be carried through pipes from hundreds of miles away
 8. the cattle
 9. the expanding world population
- C. 1. 6 2. 4 3. 7
- D. 1. T 2. F 3. T 4. F 5. F

160. MR. JONES

- A. 1. F 2. T 3. F 4. T 5. F 6. F 7. T 8. F 9. F
- B.
1. (Because) he was blind and crippled / the ladies thought he was blind and crippled / he never left his room / he couldn't walk or see.
 2. He had a long face, high cheekbones, and a birthmark on his left cheek, a small red mark shaped like a star
 3. In a subway car / On an underground train in Moscow.

161. FIRST TO SKI CROSS CONTINENT

- A.
1. Antarctica
 2. Messner and Fuchs
 3. Messner
 4. Fuchs
 5. in the South Pole / near Amundsen - Scott station
- B.
1. start
 2. a device which shows distance
 3. covered
- C.
1. They learnt that there was not enough fuel to transport them to the FIS.
 2. Bad weather, poor radio communication, and difficulty crossing giant fields of ice and snow slowed their arrival at their first supply place (at the Thiel Mountains).
 3. Across the Polar Plateau (, through the Transantarctic Mountains). / Through the Transantarctic Mountains.

4. To put up / putting up the tent (by himself)
- 5.
- a) On February 12, Messner and Fuchs reached New Zealand's Scott Base, on McMurdo Sound.
 - b) (That same day) the team of explorers led by Will Steger and J-L Etienne was 3,300 miles into its own seven-month crossing of Antarctica.

162. INFLATION

- A.
1. persuade
 2. bring back to its original state
 3. methods of action
- B.
1. a modern economic disease / inflation
 2. our salaries
 3. the ordinary voter
- C. 1. T 2. T 3. F 4. T
- D.
- 1.
 - a) Prices are rising all the time. / Because of ever-increasing prices.
 - b) General price increases are larger than the pay rises (we receive).
 2. How well they persuade the people that inflation can be controlled by their policies / that they will make pay rises equal to the increase of prices (in the shops) and restore the value of money.
 3. Because there is no simple cure for the complex disease of inflation.
 4. b

163. HOME SCHOOLING

- A.
1. a number of parents 2. parents
 3. children 4. the experience
- B. 1. T 2. T 3. F 4. T
- C.
- 1.
 - a) They don't believe that public schools teach the correct religious values.
 - b) They believe that they can provide a better education for their children themselves.
 - 2.
 - a) Home-schoolers miss many important things. / They may be uncomfortable mixing with other people in adult life (because they have never attended school.)
 - b) Most parents are not qualified enough to teach their children and they may pass on their own views to their children.

164. EXPLORERS

- A.
1. historians
2. America
3. Irish people
4. the Norsemen
5. A Vespucci
6. in the fifteenth century
7. the second expedition
8. Vespucci's discovery of the mouth of the Amazon River
B. 1. F 2. T 3. F 4. T 5. F 6. T
C.
1. Asians - across the Bering Strait to Alaska then through North America on to South America.
2. He proved that America was a new continent / was not a part of Asia.
3. Because he was a successful businessman and navigator / he was knowledgeable in geography and cosmography / he was the financial representative of the Medici. (Any one.)
4. By organising his expeditions. / By obtaining the ships and the necessary supplies (such as food) for his expeditions.
5. To find answers to the questions raised by Columbus' claims. / To find out if it was possible to reach Asia by travelling west

165. A ROSE-RED CITY

- A.
1. the 19th century
2. the path
3. the central city area / Wadi Mousa
4. the tourists
B. 1. T 2. F 3. F 4. F
C.

HISTORICAL DEVELOPMENT OF PETRA

Settlers	Date	Cultural Contributions
Edomites	5th cent. BC	founded the city
Nabateans	310 BC	built temples made pottery
		established an administrative system
Romans	106 (A.D.)	built monuments made improvements to the city

166. SURVEY ON EDUCATION

1. d 2. d 3. a 4. b 5. c 6. c 7. b

167. THE ROYAL INSTITUTE FOR THE BLIND

- A.
1. the 130,000 blind people in Britain
2. 75 (or older)
3. things we do every day (like...)
4. blind people
5. kinds of raised alphabet
B.
1. Age, character and the help you get from others.
2. It could be written as well as read.
C. 1. F 2. F 3. T 4. T

168. HOW TO 'SEE' A CITY

- A.
1. visiting a great city
2. the beautiful cities
3. the architecture
4. a central square
5. the places
B. 1. d 2. c 3. g 4. a 5. c 6. b 7. f
C. 1. F 2. F 3. T 4. T 5. F

169. STUNTPeople

- A.
1. (doing all) the dangerous acting work in films
2. doing stunt work
3. cardboard boxes
4. risks
5. the six skills
B. 1. Y 2. N 3. N 4. Y 5. N 6. Y 7. Y
C. 1. c 2. b 3. b

170. COMPUTER EDUCATION

1. b 2. a 3. c 4. b 5. d

171. RUNNING AWAY FROM TROUBLES

1. c 2. a 3. a 4. b 5. d

172. FRIENDSHIP

- A.
1. two people have in each other
2. close
B. 1. F 2. T 3. F 4. T 5. T 6. T
C.
1.
a) How we meet that person
b) first impressions
2. Because they signal friendliness or unfriendliness

3.

- a) A big age difference.
b) Different backgrounds.
4.
Friends rely on one another.
They want to do their friends favours.
They hate to disappoint their friends.
They have similar ideas and beliefs.
They share the same attitudes and interests.
(Any four.)
5.
a) support
b) understanding

173. AMERICAN CITIES

- A.
1. cities
2. Americans
3. the unpleasant situations of the modern cities
4. 800,000 middle-class New Yorkers (who left the city for the suburbs dreaming of grass and trees and a place for their children to play in)
B. 1. T 2. F 3. F 4. T 5. F 6. F
C.
1. Americans don't like their cities (very much).
2.
a) They have related urban areas to Europe, which they believed to be full of dishonesty and illegal behaviour.
b) They believed that cities lacked spaciousness and innocence (so easily found in rural areas).
3. The law which provided low-interest mortgages for Americans who wanted to buy a home.
4. Because they were dreaming of grass and trees and a place for their children to play in. / To live in a place surrounded by grass, trees and (to find) a place for their children to play in.
5. a

174. CULTURE SHOCK

- A.
Culture shock (3)
Culture (1)
How to avoid culture shock (4)
Cultural differences (2)
B.
1. You shouldn't think of your cultural habits as right and other people's as wrong.
2.
Avoid quick judgements.
Try to understand people in another culture by looking at things from their own point of view.
To become more aware of what is going on around you.

- Be willing to try new things and to have new experiences.
b) Different backgrounds.
(Any one.)
C. 1. T 2. F 3. F 4. F

175. COMMUNICATION AND CULTURE

- A. 1. d 2. b 3. c 4. a 5. d 6. a 7. c 8.
B. 1. T 2. F 3. T 4. F
C.
1. Using our own culture as the standard to judge other cultures (is called ethnocentrism).
2. By comparing and contrasting the two languages.

176. FREE TRADE

- A. 1. F 2. T 3. T 4. F 5. F
B.
1. To export more than it imported.
2. (Because) they were afraid of foreign competition.
3. Britain.
4. A crisis in economy / The Wall Street crash.
5. It kept factories working and maintained full employment.
6. (Because) they think that they create more unemployment by spending less money.

177. TWO STRANGERS ON A TRAIN

- A. 1. F 2. F 3. T 4. F 5. F 6. T
B.
1. Because in Mexico she was very happy teaching English to businessmen and engineers. Her job there was very good.
2. Perfect Spanish, fluent German and French and an excellent knowledge of commercial and technical English.
3. Finding good, qualified teachers (who could teach the sort of English his students needed).
4. Technical and commercial translators.
5. When the man in his compartment started to snore loudly.
6. To start a conversation with her.
7. Joe would probably offer Kate a job with a high salary at his school.
(Any other reasonable answer.)

178. VILLAGE VOICE

- A. 1. b 2. a 3. d 4. c
B. 1. F 2. F 3. T 4. F 5. T 6. T

179. WHAT'S THIS THING CALLED LOVE?

- A. 1. F 2. T 3. F 4. F 5. F 6. T

- B.
1. The connection between (falling in) love and brain chemistry.
That (falling in) love is influenced by our chemistry.
 2. Because the emotions they feel are very powerful (when they are in love).
 3. When we are in close relationships.
 4. Because love lowers the level of stimulation that our pleasure centers need.
Because when people are in love, it takes less stimulation to give them pleasure.

180. WHO'S CRAZY?
1. c 2. a 3. b 4. c 5. c
6. a 7. b 8. b 9. c 10. a

181. BRITISH UNIVERSITIES

- A.
1. the main decision-making body in the university
 2. discussion classes for a small group of students
 3. teacher
- B 1 T 2 F 3 F 4 T 5 T
- C.
1. To meet the increasing demand for higher education degrees
Because there were too many people who wanted to get degrees.
So many people wanted to study for a degree after 1945 that (even) the building of new universities didn't solve the problem. Therefore, partly universities were formed.
 2. Those (people / students) whose parents' income is below a certain level
 3. When / if he or she moves from one university to another (during a degree course)

182. LESS EQUALITY IN EDUCATION, MORE QUALITY

- A. 1 b 2 c 3 b 4 a 5 c 6 d
- B.
1. children
 2. a large number of educational theorists
The theorists who ignore that every child has different abilities
 3. the / this argument
 4. a good education
- C 1 T 2 T 3 F 4 F

183. WELCOME TO PRESTEL

- A 1 F 2 T 3 F 4 T
- B.
1. A keypad, an adapted television set and an ordinary telephone line

2. By pressing / You press the numbered buttons on the keypad (the size of a pocket calculator).
3. (Special) index pages.
4. (From) Information Providers.
5. Foreign exchange rates / Business information / The availability of airline seats / Latest sports results / Latest news / Detailed guides to the countries of the world / Office space to rent / Theatre and cinema guides. (Any two.)
6. By sending messages to Information Providers using Response Pages.

184. WHERE ARE WE GOING?

- A. 1 d 2 b 3 b
- B 1 T 2 T 3 F 4 T
- C
1. By entering / He entered it for a competition
 2. a) Some people / they were afraid of losing their jobs.
If railways were to become widespread, they would lose their jobs.
They saw their means of living threatened by (the introduction of) railways / the new rival.
 - b) Trains were considered to be dangerous (to the natural environment).
Some / another group of people who were interested in the natural conservation of the country considered trains to be dangerous.
 3. It provided work.
The laying of tracks provided work for thousands of people and transportation of people and goods was made easier.
 4. (Because) he had no formal engineering training

185. ENERGY EFFICIENT BUILDINGS

- A 1 d 2 b 3 a
- B 1 T 2 F 3 F 4 F
- C
1. They are politically correct: cheaper to open and offer a healthier environment for workers
 2. They spread / To spread daylight: evenly over the space
 3. It may be converted into housing
 4. They will become (even) more costly / expensive to operate
 5. (Because) they emit (ozone depleting) CFCs.
Office air conditioners (together with the manufacturing processes used to make building materials, emit nearly one-quarter of all ozone depleting CFCs)
 6. Because of their design and the synthetic materials they employ

186. WHAT'S WRONG WITH THE WEATHER?

- A. 1 F 2 T 3 F 4 T
- B. 1 c 2 b 3 d 4 c 5 b

187. AUTOMATION

- A.
1. In the 18th century.
 2. No, they aren't.
- B.
1. a)in the industrialized countries are poor.
 - b) Solar energy is not being used widely because it is possible but not economical.
 2. ...they can't be clearly understood
 3. the fact that mass production techniques have produced a dependency on machines
 4. Two.
 5. c

188. AUTOMATION IS CREATING CONFLICT AMONG WORKERS

- 1 c 2 a 3 d 4 b

189. ASH FROM VOLCANO: IT MAY REMAIN ALOFT

- 1 c 2 a 3 c 4 a 5 c

190. ADVERTISING

- 1 b 2 a 3 c 4 b 5 d 6 c 7 b 8 a

191. ARE YOU REALLY A NON-SMOKER?

- 1 b 2 a 3 d 4 c 5 c 6 d 7 d

192. SCHOOL INSPECTORS

- 1 a 2 b 3 a 4 b 5 c 6 a 7 d

193. PAIN

- 1 d 2 c 3 b 4 a 5 a 6 a

194. TYPHOONS

- 1 c 2 b 3 d 4 a 5 b 6 b 7 a 8 a
9 c 10 c 11 c

195. WHAT DOES THE CHIP MEAN TO YOU?

- 1 d 2 b 3 d 4 b 5 b 6 c

196. THE OCEAN FLOOR

- 1 b 2 a 3 c 4 c 5 b

197. MOTORWAYS

- 1 b 2 a 3 a 4 b 5 b 6 d 7 c 8 a

198. CONSUMER PRESSURE

- 1 a 2 c 3 a 4 b 5 d 6 b

199. LAW OF CONSERVATION OF MATTER: EVERYTHING MUST SOMEWHERE

- 1 a 2 c 3 d 4 d 5 d

200. THE PALEOLITHIC AGE

- 1 a 2 a 3 d 4 c 5 a 6 c 7 b 8 b

201. TRENDS

- 1 d 2 c 3 b 4 b 5 d 6 b

202. NUCLEAR POWER - A SAFE SOLUTION?

- 1 b 2 c 3 a 4 c 5 a 6 c 7 d 8 d

203. HOW STOP COMPUTER ABUSE?

- 1 b 2 c 3 d 4 a 5 d 6 b 7 d 8 f
9 b 10 c 11 a

204. THE MIND AND THE BODY

- 1 c 2 b 3 d 4 b 5 c